

February 1953

# NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



15 Cents



OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



# Objects

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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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# NATIONAL PARENT-TEACHER

## THE P.T.A. MAGAZINE

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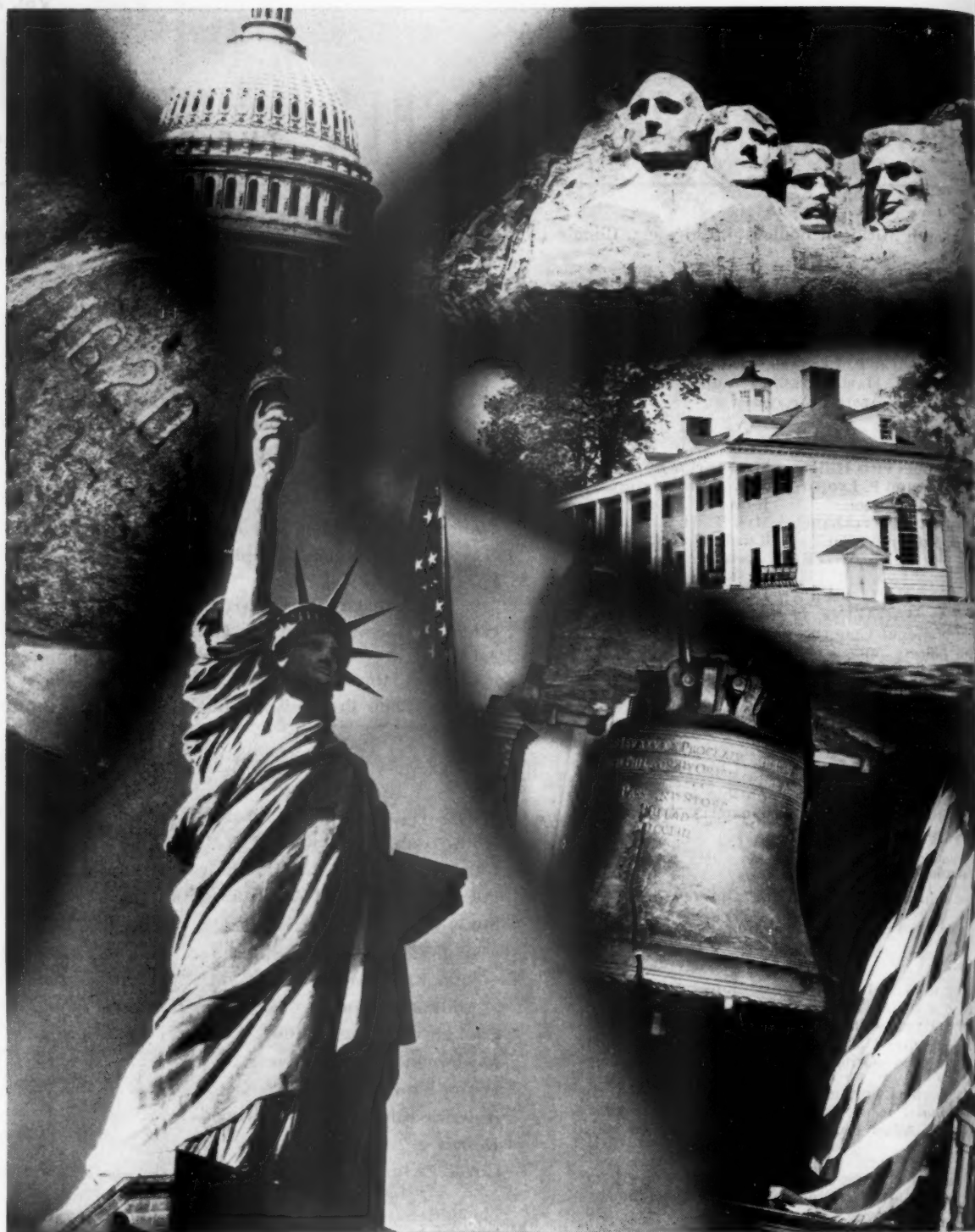
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*February*, the month in which we honor the Founders of the parent-teacher organization, is also the month in which we honor the symbols of our national traditions, from Plymouth Rock to Mount Rushmore. Nearly every school child will be able to identify the historic scenes shown here and to tell the story behind each. These scenes speak of important lessons—of America's heritage, of the people and the places in America's glorious struggle for liberty, of the richness and the greatness of the American tradition of individual freedom—lessons that are reverently enshrined in the heart of every one of us.

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Alice M

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## THE PRESIDENT'S MESSAGE FOR FOUNDERS DAY



Alice McLellan Birney



Phoebe Apperson  
Hearst

# Past, Present, and To Come

WITH THE RECURRENCE of Founders Day each year on February 17, we honor our Founders' memory with a deep sense of abiding continuity—a sense of the unity of past, present, and future; of the innumerable links in the unbroken chain that binds us to Alice McLellan Birney and Phoebe Apperson Hearst; and the innumerable links still to be welded, connecting both them and us with the years to come.

We do not subscribe to the theory that the past is over and done with. We should compare it rather to fertile ground, out of which year after year come richer harvests. What but the past of America has given us our passion for freedom and democracy? What but the past of children—misunderstood, neglected, often maltreated—gave Alice Birney her vision of better things and the courage to follow the gleam? Make no mistake. It took courage in those days, courage to withstand the most intimately painful weapons: ridicule, cynicism, and open hostility.

No, the past is not dead. The soil of today's life and thought is still yeasty with ideas first born in the minds of men and women long vanished from our sight. If, as Oliver Wendell Holmes once said, every man is an omnibus in which ride all his ancestors, the same is true of every idea, good or bad; of every principle, constructive or disastrous; of every motive, selfish or altruistic. Without the residual memories of the past, the adult human mind would fumble and falter before the great problems of life. It would

take each one of us our whole life span to come to competent maturity—if indeed it were possible at all—and at best we should perish before we had learned to act effectively.

If the past is still with us, as we of the parent-teacher organization believe, so also is the future already here. The future is being born every day of our lives. Not all of it is yet visible, but neither is it wholly shrouded in darkness. As clearly as we see the achievements of the past, we see a great deal of the shape of things to come.

History proves beyond doubt that time is the test of ideas. The principles of the parent-teacher movement have not only survived but have attained prodigious growth—and nothing in the universe grows backward! The benefits brought by parents and teachers to children as a direct result of the vision and valor of our Founders can never be lost while civilization endures, and the very fact that generations of children have already received these benefits is civilization's best hope.

The year 1953 has just cleared the horizon. The most of what it will bring us remains to be seen. But of one thing we can be certain: It will not be unfruitful. No year has been unfruitful of good for our children since the day our Founders took tender thought of all children. And no year will be, as long as their memory lives.

*Lucille P. Leonard*

*President, National Congress of Parents and Teachers*

Charles W. Ferguson

*Day by day, as the world crisis becomes more demanding, new responsibilities are given to youth and new sacrifices asked of them. Yet in the great enterprise of citizenship training we still tend to offer our young people little more than maxims. And that won't do—not when it is a real stake in the planning and profits that youth wants.*

## Young Candidates for

# CITIZENSHIP



© Lakewood High School Photo Club, Lakewood, Ohio

This is the sixth article in the 1952-53 study program on the adolescent.

TO SPEAK of young candidates for citizenship conjures up the image of adults acquainted with the mysteries. Outside is a body of callow youth waiting to advance and give the countersign and be initiated. The assumption is that those of us who happen to be twenty-one or over have mastered the secrets, that all we need to do is to usher the young ones into the chamber of our knowledge.

Too often this image, though perhaps unconsciously, dominates our plans and our programs of education. Even now, when we see at every hand signs of a wide and lively interest in citizenship training, our efforts appear to be aimed chiefly at youth, and they rest on the theory that the present mass of citizens have the answers and need only to spend more time starting youth on the upward trail.

This theory, of course, lacks the blessing of truth. In point of fact, we need a vast amount of adult education in citizenship. The word *candidate* in its lit-

eral sense means an aspirant. It derives from the Latin word for white, and its modern significance arises out of the Roman office-seekers' practice of wearing white. In the matter of aspiring toward improved citizenship, we are all, or ought to be, men in white. And unless we commence our big programs with an invoice of our own failures and carry them out with an awareness of our own shortcomings, we will not convince young candidates of anything but our insincerity.

But once our weaknesses are humbly understood, there are certain advantages in singling out young candidates for special attention—the chief advantage being that the best way to learn anything is to have to teach it. We can gear our plans to the methods that will best advance our continuing education as citizens.

There are, it seems to me, three main methods by which the essentials of citizenship may be taught or communicated. These are, first, the encouragement of mimicry or play acting; second, the encouragement among young people of self-government in their own affairs; and third, and most important, the assumption of joint youth-and-adult responsibility in handling real, rather than fancied, problems.

### **Learning by Imitation**

Of these methods, mimicry is perhaps the most familiar. There is hardly an alert teacher who has not created a scheme of role playing for his students, with members of the class cast in various parts of a responsible governing body. The actors fall to with a vim. They wear inwardly the garb of responsibility and they learn not by doing but by imagining, by depositing themselves in situations beyond the routine of their daily circumstances.

Under this arrangement of playing at social organization, it is often hard to tell whether the students learn more about government or the teacher learns more about the students. James R. Morse reports from Ashland, New Hampshire, on a village with the sparkling name of Sunville that his eighth-grade class founded in their room. He watched and guided the project, assuming broad if not dictatorial powers at the outset but finding that it was not necessary to use these powers and later discovering that the youthful board of selectmen had deprived him of them anyway. He was concerned one day when some of the citizens told him that they were going to set up a race track, ploughing the proceeds back into the community. He merely asked if the move had full citizen support. It had not, and in the debate that followed, the ethics of publicly sanctioned gambling were fully reviewed. The proposal floundered and fell on its face.

Students old enough to play at government display in action after action a "savvy" about social affairs that few adults are willing to credit them with. Often it is the educators who get educated, and at times it is the politicians. For the past fifteen years the Y.M.C.A. has sponsored a number of model state legislatures for students of high school age. Through Hi-Y clubs for boys and Tri-Hi-Y clubs for girls, real legislative bills are written. These are debated in local clubs, then by county legislative bodies, then passed on to a full-dress, state-wide model assembly that holds a meeting once a year in the state capitol building.

What is remarkable is that many of these bills, approved by the mock legislatures of youth, have been accepted by senior assemblies and made into law. The school lunch program in New York State can be traced directly to the juvenile efforts of Nancy Hallas, who carried her bill through regional contests and up to final victory at Albany. Her success

there enabled a member of the New York Assembly to get through a bill calling for an initial appropriation of \$2,500,000. So testifies Thomas C. Desmond, the state senator who sponsored the school lunch program.

In other states the work of the model legislatures shows a similar maturity. Everywhere young citizens have displayed serious concern over teachers' low pay, have pushed for courses in marriage and family life and for more driver education. A Negro boy in New Jersey introduced a bill against race discrimination in industry; the state legislature passed a similar measure.

Such programs as these pay handsome educational dividends, and the adults connected with them, not to mention the legislators, gain fresh interest and new ideas in their contact with youth—when youth is given some chance at imaginative action.

### **Learning by Governing**

Less theatrical but possibly as effective in the long run is the often unacknowledged citizenship training that goes on in student government. Here the student learns by regulating, through rules and pressures of his own devising, affairs that not long ago reposed in the hands of the teacher or principal. In student life during the past few decades there has been a peaceful transfer of power that historians will one day discover and wag their beards at, so immense are the ramifications of it. Since the transfer has taken place without bloodshed or commotion, however, we have hardly reckoned with it as a method of citizenship training.

A good example of the new emphasis is to be found in a program carried out at Columbia High School, South Orange, New Jersey. As a part of the Citizenship Education Project supervised by Teachers College, Columbia University, twelfth-grade students at South Orange were actually given a certain amount of money to spend for the school library. After the task had been broken down into logical divisions, one committee of the class surveyed the reading interests of the entire student body. Another visited neighborhood school libraries. Another studied the allocations made by public libraries for books, pamphlets, records, and magazines. After close examination the committee of the whole met together and chose the books to be bought, ordered them, unpacked them, catalogued them, and wrote short reviews of them for their fellow students.

To get the full force of what has happened, one needs to find a spot where the change can be studied through contrast. Such a place is the Hill in Pittsburgh. Here Howard McKinney introduced twelve years ago into a wild jungle of delinquents the notion that youngsters could handle their own problems of discipline, thank you, without the bulldozing of parents, teachers, and police officers who had formerly



tried in vain to curb their wildness. McKinney, a recreation director given the rating of detective by the city, encouraged the lads of the slum known as the Hill to organize a town of their own, complete with mayor, aldermen, officers, and courts. But there was no playing at the job; the kids themselves were to do it.

Here where an idea widely accepted had absolute novelty, the results reward study. In the past dozen years the problems of juvenile vandalism, shoplifting, mugging, procuring, and gang fighting have been handled by the delinquents themselves. Trials of some of the offenders have been dramatic, and some of the handling of the culprits has been severe, not in punishment but in humiliation for breaking the code of Hill City. The energies of a whole neighborhood of children bent on breaking the law have been diverted to the task of giving the community a good name.

### Partnership on Real Problems

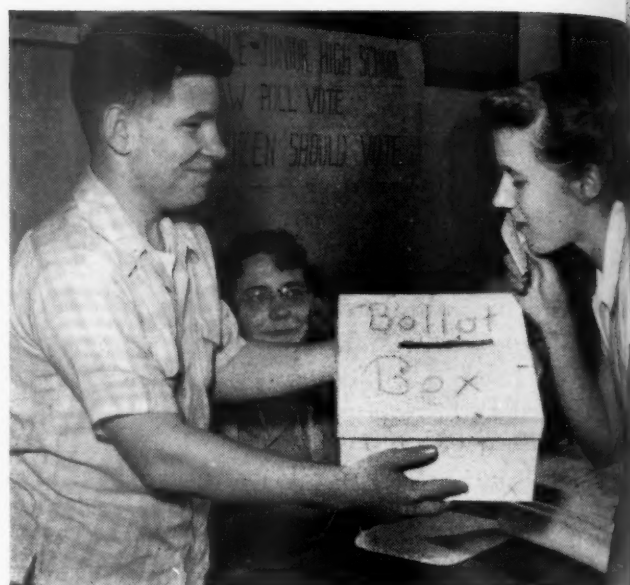
Out of the recently increased interest in citizenship training one new and significant practice has begun to emerge. That is the practice of asking youth to tackle problems usually considered to be strictly within the province of adults. We have too long been wary about inviting or encouraging youth to work at tangled civic issues. Cherishing youth's idealism, many parents have been reluctant to expose their children to what they consider to be realities of politics.

How can we answer this feeling? First, we know that we cannot insulate young people from political problems forever. We may put off the day when they must face them, but we cannot shelter these boys and girls indefinitely. The time will come when they will go into the world to deal with its dilemmas.

Second, this encounter, whenever it comes, need not spell doom to idealism. The resilience of youth should not be underestimated. Young people can take buffeting; they are tougher and more resourceful than we think. Those in whom idealism is deeply embedded will not be thrown off base by learning some of the seamier facts about human nature. Their idealism will survive that test—and will be strengthened by it.

But there is something that will snuff out youth's idealism faster than a look at the political arena and whatever duplicity and disillusionment may be found there. What is this greater danger? Secluding youth behind shuttered doors that are flung open only at voting age.

It's our business as adults to bring young people into the cause of democracy so that they may feel it is theirs. It is also our business to clean up sordidness and to destroy corruption. If we believe in the democratic ideal, let's show youth that we do. Seeing us about democracy's tasks will be a spur to them.



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So far the steps have been timid and reluctant, but here and there we find recognition of the simple fact that citizenship is best learned by citizens and, with all due respect to role playing and student government, citizens young and old can be most properly trained by acting together and accepting responsibility together.

Mrs. Pearl Wanamaker, superintendent of public instruction in the state of Washington, recently brought students from all over the state into a conference with architects to consider the problem of school buildings. Many ideas advanced by the students were as practical as they were original. They were ideas worth building into the schools, and the practice is worth building into the system.

This sort of thing seems to me more effective than years of playing at citizenship. Naturally other methods have their merits, but their chief value is to prepare the way for ever more serious undertakings by young citizens.

Pilot teachers who helped plan the Citizenship Education Project at Teachers College arrived at what seems to me a good definition of a desirable citizen: "one who understands the character of a free society and acts so as to sustain and improve it." There is nothing in that definition to exclude any of us, and there is much in it to stir all of us—candidates young and old.

*Charles W. Ferguson, author, lecturer, and a senior editor of the Reader's Digest, is particularly well known to National Parent-Teacher readers for his incisive and helpful articles on citizenship training that appear from time to time in these pages. The book A Little Democracy Is a Dangerous Thing is one of Mr. Ferguson's most significant contributions to the advancement of democratic ideals.*

Ruth W. Washburn

# *How the Environment Helps or Hinders*

Because we human beings are responsive, the things and feelings around us permeate our lives and become part of us. With what things and feelings shall we surround the young to encourage healthy growth? Here is good counsel from a friend of children, one who is sensitively alert to their wishes and their ways.

IN THE COURSE of the centuries many writers have attempted to describe ideal worlds, heavenly utopias in which people could lead lives free of the stresses and strains that are ever present in the actual world. Even children dream of them. Five-year-old David was thinking of such a place when his teacher asked him to draw a picture of a family. He said a moon was all he could make, and he talked as he drew. "This is a little moon having dreams about a big old farm on top of a huge mountain. No one can climb it. He's alone with his daddy and his mother and a little baby."

As a matter of fact, probably no one of us would want to stay very long in any utopia unless those two potent spices, effort and danger, were present to add flavor to the days. This is why, when we are trying to plan the best possible environment for our



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This is the sixth article in the basic course of the 1952-53 study program.

children, we shall do well to apply the principle of the middle way, the "golden mean" that avoids too much on the one hand and too little on the other.

Fortunately psychologists agree fairly well on the basic features of an ideal environment for growing children. After the minimum essentials of food, shelter, and clothing have been provided, the physical conditions surrounding the child are less important than the psychological ones. During World War II English children who remained with loving parents in the midst of danger generally made a better adjustment than those who were evacuated. And the American psychologists Healy and Bronner found, when they studied pairs of children growing up in the same home and neighborhood, that a relationship of affection and respect between the child and at least one other person made the difference between

the delinquent boy or girl and the good citizen.

The ideal environment provides each child with the experiences he needs at his particular stage of development. He needs space and a chance to explore. He needs play materials that encourage creative activity. As he grows older he needs to have the things necessary to give him status in his group. He also needs examples, models, and standards of good taste and good conduct. On the other hand he needs to have limits set for him, to protect him from himself.

### Freedom by Degrees

For example, though we have said that every child should have adequate space, it must be inside the safe enclosure of home or school or neighborhood. A baby finds all the space he requires within the railings of his crib or his play pen, for there he can work away at developing his muscles, practicing new-found powers of rolling, or pulling himself up and falling to rise again. But he is protected from the danger of making his experiments on the stairs.

Beginning with the narrow circle of his crib, the area within which a child can move independently must grow constantly larger. Then sooner or later comes the burning question, "How widely may he roam?" But specific answers are hard to arrive at. The degree of freedom that can be allowed a child must depend on his experience and his growing sense of responsibility. He may be able to walk the distance between home and school long before he is able to withstand the temptations offered by those he meets on the way. On the other hand, if he proves that he can manage his tricycle even near a busy thoroughfare (while his mother watches with her heart in her mouth), he is also proving that he is developing his powers of judgment. And these will stand him in good stead later on when he is finally to be trusted with the family car or the nation's jet bomber. Not everyone bursts too-restrictive bounds as dutifully as the child depicted in the *New Yorker* who walked around and around the block and told the inquiring policeman that he was running away from home but was not allowed to cross the street!

Space is important—and so is lack of space. Watch the growing discord in a group of nursery school children clustered around their teacher, all straining eagerly to see the same picture. It would be hard to find a more vivid demonstration of the unpleasant feelings crowding can create.

Children need a certain privacy, too. Young Jim, for instance, was a very different child, both at home and at school, when a fortunate move made it possible for him to have a little room to himself rather than sharing one with two brothers. But just the reverse happened when Joe's parents gave him a big room on a floor of the house where no one else slept. He was not ready for so much space in isolation, and he felt very insecure.

This reminds us that the same environment may mean quite different things to different children. Every child sees his environment with his own eyes. One youngster may be contented in surroundings that would cause continuous dissatisfaction to another. It is very important, therefore, to understand how *the child himself* feels about conditions in his home, school, and neighborhood.

Again the principle of the golden mean holds true when we consider the equipment a child needs to promote his developing interests and powers. He needs many things, certainly, yet not so many that he is confused by them or left with no incentive to find ways of getting the things he doesn't have but ardently wants. If one or two toys are put in the baby's play pen, he is likely to explore all their various possibilities before he tires of them. Then they can be exchanged for two or three others, so he may learn persistence of interest rather than flit aimlessly from one thing to another.

For children, as for everyone, the deepest satisfactions lie in the things they create for themselves. A research study done at the State University of Iowa gives interesting proof of this point. It revealed that children made much more imaginative use of a doll's house when the only furniture they had consisted of pieces of wood in various shapes and sizes than when they were given perfect miniature reproductions of real furniture. Children's imaginations need room too. The youngster who has enough but not too many possessions, along with such equipment as paints, blocks, and a ragbag full of scraps, has a better chance to develop ingenuity and imagination than the child with a roomful of inflexibly completed toys.

True, even the smallest children need to feel that they possess things that other people possess. "I have one of those too," said four-year-old Lloyd when someone asked his sister what her name was. But because they also need to retain their sense of individuality they are gratified to know that what they have is just a little different from the same kind of things possessed by others. If the mother of a bobby-soxer takes the time to find or make a skirt in the same style as those of the other girls but of a material never before seen in the neighborhood, she will have done one of those important little things that make for healthy self-esteem.

### Codes for Security

Closely allied to this need is another one. Granted that the principle of the golden mean is operating, so that the family's code is neither too restrictive nor too permissive, most children find security in a definite set of standards for behavior at home and at school. And they like to feel that the people in authority are strong enough to help them respect the restrictions and develop the opportunities offered by that code. "We aren't allowed to do that!" says ten-



year-old Ida, looking over the fence at a less restricted neighbor, feeling pride in what she thinks is a more civilized code.

Homes where children have access to television and radio and comic books are in special need of an enforceable code. Even if a community does everything possible to maintain high standards in radio and TV programs as well as in its newsstand fare, there will still be programs and reading matter that are suitable for some ages and confusing, if not demoralizing, for others. "Do you know what children learn from television?" a sensitive first-grader asked his teacher. "We learn how much blood is needed—and how much money!" (He had been hearing about adult wars.)

However, since children will feel out of the swim if they know nothing of the programs with which their friends are familiar, a neighborhood code becomes essential. Parents and teachers, in council assembled, should decide which programs are suitable for which ages and how many programs children should watch or hear without sacrificing more active, creative pastimes.

Not only is it necessary to screen out the undesirable, unwholesome influences. Hand in hand with this responsibility goes the even more important one of developing children's taste by introducing them to enduringly beautiful books, music, and works of art. Knowing the best, they will come to reject what is inferior and themselves help to raise the standards of radio, television, and comic books.

"Shall I tell you what I'm going to be when I grow up?" said a child whose television fare had been chosen in accordance with a good family code. And he described a sort of Sir Galahad, helping people in distress, dressed in a complete cowboy costume!

### The World of Human Feeling

Most of us are prone to think of environment as made up only of things we can see and feel and hear—of wind, weather, and gadgets. On the contrary, it is also made up of certain intangible and invisible elements that may have a far greater effect on the human personality. In any environment it is the people that have the strongest influence.

Many writers have attempted to describe the kind of emotional climate in which children can best attain their full stature. On one vital point they all agree. Children must know that their successes and failures matter greatly to someone besides themselves. They need to know that their parents regard them as individuals, people worthy of respect and trust. They need to be aware that their teacher knows not only their names but their spirit. We parents and teachers, therefore, should possess above all the quality of flexibility. Growth, with its changing needs, must constantly be taken into consideration. None of us can afford to think or behave as if children remained this year the same children they were last year!



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Hence the environment must grow and change with the children, so as to prepare them for a future in which change may be the only unchanging element. At the International Seminar on Mental Health and Infant Development held in England last summer, one of the themes was "the importance of learning to live, rear children to live, and practice our various disciplines in a world which is constantly changing." Let us prepare our children to expect future change by helping them make the most of each moment here and now. For, as John Dewey once said, the best preparation for the future is to live fully in the present.

The environment we have described here is one that helps children grow. For the kind that hinders, look at the same picture in reverse—not enough space, not enough attention to safety and limits, not enough freedom when freedom is needed, a confusion of playthings with little lure for the imagination, no stable codes to define good conduct, no standards for the good in reading, music, and art, and above all, not enough love, warmth, and interest to make the child feel secure as a person. But where there are wise parents and teachers this picture need never exist at all. Strong in their knowledge and their love they will build for each child not a utopia, without challenge, but a world in which to thrive and strive toward "the best that is in him to be."

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*Ruth W. Washburn has for many years been in great demand as a leading authority on child development. Ruth Strang, director of this study course, collaborated with her on several passages of the article. Among Miss Washburn's most widely read works are Children Have Their Reasons and Children Know Their Friends.*

Bonaro W. Overstreet

No man can tear the veil from the future.

Tomorrow is safely hidden from us. But we need not face the new day completely unready for its challenges, completely at the mercy of its events. What wisdom does time past have for time to come? Here are guides we can take with us as we walk into each new morning.

For the  
mind's  
health

## 6. The Capacity for Foresight

MEDITATING upon the human situation, the poet Shelley wrote:

*We look before and after;*

*We pine for what is not. . . .*

With equal truth he might have written that we look before and after and *plan* for what is not. For our relationship to the long time span that stretches backward and forward from the immediate present is by no means always that of wistful pining. As often as not, or more often than not, it is that of realistic planning.

The past—our own past and the past of mankind—may indeed, now and then, be the focus of our nostalgia. But always it is the source of our practical knowledge of cause and effect, of what can be expected to follow from what. The past, then, is always involved in our foresight.

The future may now and again be the focus of our idle daydreaming, of hopes not tied to any related policies. Thus we may dream that somehow, some day our ship will come in even though we have never launched it. Similarly we may dream of a social utopia not linked by any program of action to the hard realities of the here and now. But comforting as such personal or social dreams may be when the world is "too much with us, late and soon," they may also be our undoing.

By and large our most rewarding relationship to the past is that of being students in its ample school

of experience, and our most rewarding relationship to the future is that of planning, that of organized intention.

To dream is indeed part of our human privilege, but as far as mental and emotional health are concerned we dream best when dream and plan are so combined that we act in the world of things-as-they-are, with *foresight*.

### Before Time Takes Hold

The newborn infant is not a creature of foresight or of hindsight. He is a creature of immediacy, of what happens *now*, of what he feels *now*. The small child—with his brief attention span, brief memory span, and limited knowledge—can show only the rudiments of foresight. He simply does not have enough experience to build realistic expectations. Nor does he have enough independence to be properly called a plan maker. He is still almost wholly on the receiving end of life, almost wholly at the disposal of forces over which he can exercise little or no control.

While he is still very young he may show an emerging power to anticipate one response or another. He may withdraw from that which hurts before he is hurt again; he may reach toward that which gratifies. But this power is by no means a deep, sustained capacity for foresight.

Foresight is learned, and learned slowly. For it is an intricate compound of a number of different ca-



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pacities, and its maturing is geared to the maturing of these. In many lives it seems never to be acquired at all—except in the most rudimentary sense. Tragically common among us are grown men and women who still seem children in their power to plan, to foresee consequences of action, or to hold themselves to a plan after they have made it.

Such adults are not happy people. Neither are they happiness-creating people. In situation after situation they “come a cropper.” They say and do things that do not fit, that are not called for, and that get a response altogether different from what they wanted or expected. Thus in little ways and big their relationship to life is marked by tension and conflict and disappointment. No matter how many years they live they never seem, in any adult sense, to become *experienced*.

### Setting Aside the Self

Caring as we do about human well-being and happiness—and particularly the well-being and happiness of our children—it becomes a matter of common sense for us to try to understand the nature of foresight, the psychic materials of which it appears to be made and through what sorts of experience it develops.

This turns us back to a point discussed in earlier

articles of this series: the tremendous importance for mental and emotional health of an *outward-turning* attention. A person cannot exercise foresight in a situation unless he pays attention to it. He must have an accurate slant on how the situation has come about, what is actually going on in it, what forces are at work, whose hopes and interests are involved, what resources are available, and what values are at stake.

I was reading the other day, for example, a magazine editor's account of an interview he had had with an applicant for a position. His first impression of the young man had been favorable. He seemed a clean-cut chap as he came into the office. When he started to talk, however, he promptly and decisively lost himself the job. Instead of giving facts about his training, experience, and reasons for wanting to work on a magazine—facts the editor needed to know—he began by asking about salary, chances for advancement, and even vacation periods.

What kept this young man from knowing that this was the wrong approach? Why could he not feel *within himself* what the editor's reaction would inevitably and justly be? Why, in short, did he lack foresight? We can only assume that he was too full of himself to take in the objective realities of the situation. His attention was turned inward, not out-





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ward. He knew what he wanted. He may even have thought he knew how to be impressive, how to imply that he could pick and choose where jobs were concerned. But he overlooked completely the editor's stake in the situation, his need for a person qualified to do a certain kind of work and do it well.

Salary, achievements, vacations—he might have assumed that an experienced editor would undoubtedly know that he had “need of all these things.” But until the matter of qualifications was settled, discussion of them could not be other than irrelevant, and his absorption with them could only make the editor wonder how much interest he would ever have left over to give to his work.

In this single example we can see that the person of foresight is the one whose attention can be turned *out there*, toward one real situation after another. How can we help our children to become people of foresight?

The basic thing, already discussed in earlier articles, is to set the child free from nagging anxiety about himself. To do this, we recall, we must give him a sustaining sense of being loved and wanted,

of being acceptable as a person. Only to the extent that he is thus assured of his status in the human scene can he freely lend his attention to the world about him. So long as he is deeply anxious about himself—and therefore afraid of rejection—he can only avoid situations or make demands upon them. He cannot understand them.

In addition to the giving of this basic assurance there are other ways in which we can encourage the growing child to become an *experienced* person, not merely a person to whom things happen.

### Ways to Wisdom

We can encourage him to size up the reasons for his own successes and failures. If he has tried to do something and has failed, we won't say, “I told you so” or “Why can't you ever do anything right?” Neither will we confuse him by pretending that what he has done is really wonderful when he knows that it is not. Rather, we will companion with him in trying to understand what went wrong, where he slipped up, what he overlooked. Thus we help him both to accept his mistake and to keep intact his self-respecting conviction that he can learn to do things right.

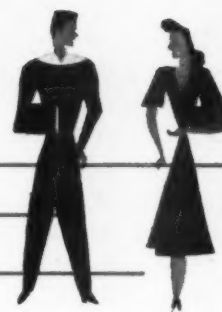
We can, again, help him to develop imagination about other people—about the hopes and fears they are likely to have in this or that situation or what they are likely to feel when such and such a thing happens, about what all people have in common and about their differences and why they act as they do. Thus gradually we can help him to feel as others feel, which is tantamount to saying that we help him become experienced in human relations.

Since foresight depends upon knowledge as well as attitude, we can help him to gain knowledge by answering his questions, by letting him work freely with different materials, helping him to move comfortably into the world of the printed page, helping him to learn how to look up what he needs to know, and letting him tell us what he wants to do and how he intends to go about it.

Finally, we can let him make plans suitable to his age and try to carry them through—not withholding our help from him if he asks for it but not invading his privacy of planning or doing all his organizing for him.

Foresight, in brief, like most other human characteristics, is a complex affair. We cannot wish it into existence, but we can often and in many ways encourage it into existence. And the person who acquires it in reasonable measure thereby testifies that he is a citizen of the world of reality. He is more likely to “look before and after” and plan for what is not than he is to waste himself in habitual, wistful pining.

# Education?



● *When I ask my boy what he is studying in the way of history he says "Problems of Democracy." We never had that when I went to school, so I asked him what "Problems of Democracy" covers. He tells me that he studies housing, inflation, foreign trade, and "stuff like that." Why not use the class time for discussing the fundamentals of American history? Students can read about housing and inflation in newspapers or magazines.—A. L. D.*

You have put your finger on what appears to be an issue in some places. In New York State, for example, the regents (called the state board of education in other states) want the high schools to devote the last two years to a chronological study of American history from Captain John Smith to William Howard Taft, decade by decade. Many communities, on the other hand, offer American history in the eleventh grade and "Problems of Democracy" in the twelfth. The latter, as your son suggests, focuses on topics, and this way of teaching a subject is called the topical method. But that doesn't mean that the class looks only at present-day happenings. If the topic is inflation, then they go back into history to find out what happened when inflation hit our people or other people in years gone by.

Perhaps you would do better to forget these terms and ask yourself what you want your son to learn and be. You expect him to be a good citizen and an intelligent voter. As he becomes old enough to go to the polls he will hear the competing appeals of various candidates. Think back to what candidates Eisenhower and Stevenson talked about: the search for peace, foreign trade, taxes, civil rights, defense expenditures. These are topics, live topics. They also referred time and again to Lincoln, Jefferson, and Washington. They spoke of the Constitution and the Bill of Rights. To understand these references one needed to know both current affairs and American history.

What happened in the last election happens in every election. The voter, in reaching his decision, needs to know about topics of current importance and also about the light that experience (another name for history) can shed on those topics.

Modern schools, in their efforts to prepare boys and girls to be good citizens, try to develop programs that will supply both background and foreground. How do they do this? For background they teach American history three times—in the early grades (a Plymouth Rock–Daniel Boone–Indians version); in the seventh or eighth grade (a somewhat more detailed review); and in the eleventh grade. In this third climb up the ladder of U.S. history students devote more attention to large problems such as the creation of the Constitution, westward expansion, taxation, and so on. For foreground, teachers usually devote at least one period a week to current affairs. Also for this purpose schools frequently offer a course in "Problems of Democracy" in the twelfth year, just before many young people step from school into adult life. Here what students have learned in history they apply to a further study of current issues.

This plan has much to recommend it. Two successive years covering the same ground is more than most youngsters can take without a growing enmity for history in any form. On the other hand, the course in "Problems of Democracy" and the study of current affairs brings history to life. So I think your son has not been wasting his time. Why not discuss some of these modern problems at the dinner table? They are yours as well as his.

● *Some of the teachers in our school, which is a small one, tell us that they would like to make more use of phonograph records. Their equipment is old and not very good. Our P.T.A. hasn't much money. How can we use it to best advantage?—P. L.*

In the first place, this is the kind of expenditure that should be made by the school board, not by the parent-teacher association. However, what you can do depends on what you have. For example, if you have a good radio or radios in the school or a public address system, you can add a turntable or playback to operate through this equipment.

As you no doubt know, there are three types of records that play at three different speeds. The old type of records play seventy-eight revolutions a minute. Those small plastic disks with the large hole

play forty-five revolutions a minute. And the LP's, or long-playing records, revolve thirty-three and a third times a minute.

You will find in your local stores inexpensive turntables to play both the forty-five and the thirty-three and a third r.p.m. records. For the forty-fives there is a neat black automatic changer priced at around ten dollars. A long-playing changer for thirty-threes is about seventeen dollars. The forty-five player in my dentist's office plays merrily along, comforting all the patients. However, both these playbacks are lightly built. Don't expect them to last too long.

The teachers in your school may wish something stouter that can play records of varying speeds. A number of companies manufacture such equipment, some of which is complete with loudspeaker. Your local radio shop or your nearest audio-visual director should be able to supply you with detailed information and recommend the equipment best suited to your situation. Much of this equipment will play all three kinds of records now on the market. Some machines also change records automatically.

Another possibility is to acquire the various units that make up the piece of equipment you want and have them put together quickly by an electrician. This means that you buy a turntable, playing arm, pickup (for needle), and amplifier. For fine reproduction experts recommend a magnetic pickup.

I have this type of equipment in my own home and find it most satisfactory. There is no record scratch, and the quality is remarkably good. On the other hand, it is not the sort of thing you should have if you want to move it from room to room. Rather, it is semiprofessional equipment for use with a public address system.

● *Our oldest child—one of nine, I'm proud to say—will graduate from high school next spring. She is bright and likes to study. At present she thinks she wants to be a teacher. One of her teachers told me last week that Mary is good "college material," as he put it. We want to do the best we can for her, but my husband's monthly pay check must cover so much! Could she get a scholarship?—Mrs. L. M. H.*

Yes, I should think so, in one form or other. I have seen figures reporting that some twenty million dollars in scholarships go begging every year for lack of suitable applicants—or just any applicants.

Now, how to go about getting one for Mary? Begin at your high school. Most high schools appoint one person, the guidance officer or a teacher, to keep up to date on such matters. Or the principal may be helpful. Often the school system or a local organization has an award or scholarship waiting for a worthy recipient. Then too, your state may be one that awards scholarships. New York State gives very valuable ones to high-ranking students. Many state con-

gresses of parents and teachers, too, have loan and scholarship funds for worthy students. California's generous program now totals \$92,400.

Many states now offer tuition-free instruction to students who specialize in certain fields, especially education. So your next step is to write to the state department of education. Give your daughter's record, relate your problem, and ask for information on scholarships or grants available.

Colleges and universities usually have grants for scholarships. Make inquiries of the registrars of those institutions in which your daughter could study to advantage. And don't overlook awards and contests. There is a tendency on the part of some of my fellow educators to turn up their noses at competitions—why, I don't know. Some of the greatest boons to humanity, including the modern lifeboat, came from that good old free-enterprise device, the contest.

Makes me think of a true story: A young student and his wife took stock of their resources one Christmas Eve. There weren't many resources, so it didn't take them long. Working toward a degree for teaching had drained their savings, and they were ready to give up. The next day, Christmas, the postman delivered a long white envelope. The wife opened it, and out fluttered a check for two hundred and fifty dollars. "We take pleasure in informing you," said the letter, "that your essay has won first prize." That cash kept the husband in college. Today he is a leading national educator. Call it soap opera if you want to, but it happened.

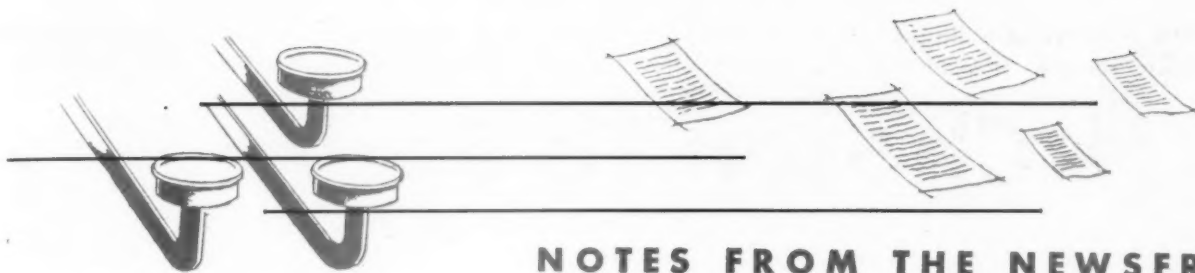
If the search I outlined above doesn't uncover a suitable scholarship, try other leads. Ask your local librarian for the U.S. Office of Education guide to grants and scholarships. Also for S. Norman Feingold's *Scholarships, Fellowships, and Loans*.

Another guide to "scholarships, grants, fellowships, loan funds, awards, competitions" is entitled *Your Opportunity*. The author is Theodore S. Jones, 73 Adams Street, P.O. Box 41, Milton 87, Massachusetts. These items from one page suggest the variety of aids available to American youth: ten scholarships of \$1,000 each in civil engineering offered by the American Institute of Steel Construction; fellowships in the form of summer employment to young Canadian biology students by Ducks Unlimited, Incorporated; \$600 scholarships, Phi Delta Kappa; \$100 scholarships for elementary teaching, the Massachusetts Parent-Teacher Association; grants to individuals for research and study in economics and related branches of social sciences, the Calvin K. Kazanjian Economics Foundation of Waterbury, Connecticut.

This fat volume is a remarkable monument to American generosity and our willingness to back young people who have talent, to make sure that the able and ambitious in our democracy shall not be denied opportunity. I'm sure you'll find something in it for Mary!

—WILLIAM D. BOUTWELL





## NOTES FROM THE NEWSFRONT

**Big Days in a Short Month.**—February is studded with birthdays of celebrities in addition to Lincoln's on February 12 and Washington's on February 22. Also born on February 12 were Cotton Mather, preacher, scholar, and writer of colonial days; and Thaddeus Kosciusko, patriot of the American Revolution. February 22 marks the birthday too of James Russell Lowell, Edna St. Vincent Millay, and the musician Frederic Chopin. Other musicians born in February include Victor Herbert, Fritz Kreisler, Jascha Heifetz, Felix Mendelssohn, Ole Bull, Feodor Chaliapin, and Sidney Lanier, who was also one of our foremost American poets.

**Money for Medics.**—More young doctors may soon be hanging up their shingles in the rural areas of Texas and Georgia. To bring modern healing skills to outlying communities, both these states are offering loans to medical students under terms that require or encourage them to become country doctors. Texas is asking its borrowers to agree to practice in rural areas for five years, and Georgia is rewarding the young doctor who works in rural districts for a five-year period by writing off his loan.

**Rancho Grande.**—You open the door, and the place looks like a ranch, complete with sombreros, six-shooters, and saw horses that bear the brand Bar DK. High-spirited kiddies sit astride the wooden broncos and perch gayly on corral fences, sporting brightly studded holsters round their dungaree tops. No, it's not a movie lot or a nursery school playroom, but a dentist's office in Toluca Lake, California, rigged up to make waiting for appointments easier on children. Round these parts of the West rumor has it that "if you're a cowboy you can't get hurt as much."

**The Marks of a Man.**—Employers interviewing college seniors for jobs are showing less interest in grades and more interest in students' records as human beings, John A. Hannah of Michigan State College reports. Businessmen seeking prospective workers on campus tell him that industry can teach many routine skills that a job calls for, but not the human relations skills needed for a successful career.

**Pandemonium in Paris.**—Parisians were treated to an impromptu parade a few weeks ago when a circus tent collapsed under the weight of a heavy snowfall. Out of the canvas folds emerged two lions, three tigers, four bears, two hyenas, four wolves, and three seals. The escapees serenely joined the traffic lanes while passers-by scrambled for cover and police and firemen rushed to the scene with submachine guns and fire hoses. Most of the animals were found cowering on curbstones, though one huge lion tried to disappear down a subway entrance.

**Crime by the Calendar and the Clock.**—Lawbreaking has its peak hours, peak days, and peak seasons, sociologist Gerhard J. Falk of the University of Pennsylvania disclosed after a survey of criminal activity of the last fifty years. Most crimes, he found, are committed at night between ten and twelve; the weekly high comes on Saturday; and among the seasons, summer holds the record for all crimes but murder, which reaches a high in December.

**"Apostle of Freedom."**—To a growing number of Americans Susan B. Anthony is a third emancipator whose championing of women's political freedom ranks with the campaigns of Washington and Lincoln. Three states—California, Colorado, and Minnesota—now have laws providing for the observance of her birthday, February 15.

**What Worries You?**—Six thousand boys and girls under twenty-one answered this question for the National Mid-century Committee for Children and Youth. The biggest worry for more than half of them was the draft. Next in order were quarreling parents, sex education, being understood by parents, and finding the right job.

**Happy Birthday!**—With membership passing the three-and-a-quarter-million mark the Boy Scouts of America are celebrating the forty-third birthday of their organization this month. Birthday gatherings from February 7 to 13 will pay special tribute to the American home, its influence on children's character, and its place in a free society.

**Storybook Touch.**—The town is Milford, Connecticut. The place is a grade school on Art Street. Through what happy circumstance did it come by its refreshing name, one that suggests not merely books and blackboards but the magical, fanciful land of childhood—Pumpkin Delight School?

**Due Deductions for the Distaff Side.**—A U.S. senator has drawn up a bill to lighten the taxes of women who work. Under the proposed law, women workers would be able to deduct, as business expenses, two new items from their taxable income—money paid to baby sitters and to housekeepers.

**Cloakroom Crisis.**—The kindergarten was in a time-to-go-home flurry. Thirty youngsters were zipping, buttoning, and buckling themselves into warm winter wraps, when Johnny asked his teacher for help with galoshes. When they were finally put on, after much pushing and struggling, the boy looked calmly at his feet and announced, "Those aren't my galoshes." The grim tussle began anew, and at last the galoshes again lay on the floor. Eyng them quietly the child confided, "They're my brother's, but I still have to wear them."



# Chosen To Serve

These are the state presidents of the National Congress of Parents and Teachers, the men and women who because of their high qualities of character and attainment have been chosen to interpret the aims and aspirations of the membership at large. It is their sturdy sense of personal responsibility, strengthened by the concerted efforts of more than seven million members, that makes the National Congress of Parents and Teachers the power for good that it is. These leaders, with their steady devotion to human needs, are setting an inspiring example of service across the country. It is fitting that in the month during which we honor the founding of our organization we pay tribute to those who follow in the great tradition of Alice McLellan Birney and Phoebe Apperson Hearst. The work of these state presidents is indeed worthy of our deepest appreciation.



Mrs. D. D. Black,  
Alabama



Mrs. H. S. North,  
Arizona



Mrs. J. R. Sink,  
Arkansas



Mrs. P. D. Bevil,  
California



Mrs. Cyril Lyster,  
Colorado



Mrs. Carlos de Zafra,  
Connecticut



Mr. Dean C. Steele,  
Delaware



Mrs. Frank F. Strobe,  
District of Columbia



Mrs. C. D. Johnson,  
Florida



Mrs. H. M. Kandel,  
Georgia



Mr. Horace Kawamura,  
Hawaii



Mrs. C. S. Bosquet,  
Idaho



Mrs. T. H. Ludlow,  
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Mrs. Jack C. Greig,  
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Mrs. James G. Sheehan,  
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Mrs. J. H. Stringer,  
Louisiana



Mrs. C. O. T. Wieden,  
Maine



Mr. Joseph A. Hunter,  
Maryland



Mrs. Frank C. Chace,  
Massachusetts



Mrs. Harry E. King,  
Michigan



Mrs. David Aronson,  
Minnesota



Mrs. A. L. Hendrick,  
Mississippi



Mrs. C. W. Detjen,  
Missouri



Mrs. Marion Crawford,  
Montana



Mrs. A. E. Hanneman,  
Nebraska



Mrs. Dewey Solomon,  
Nevada



Mrs. Howard Lee,  
New Hampshire



Mrs. A. H. Anderson,  
New Jersey



Mrs. Aaron Margulis,  
New Mexico



Mrs. C. L. Chapman,  
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Mrs. T. R. Easterling,  
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Moorhead, Oregon



Mrs. A. Groskin,  
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Mrs. James J. Walker,  
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Mrs. T. J. Mims,  
South Carolina



Mrs. G. L. Headley,  
South Dakota



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Mrs. H. G. Stinnett, Jr.,  
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Mrs. R. Lawrence,  
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Dr. Robert O. Nelson,  
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Mrs. H. Nordfors,  
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West Virginia

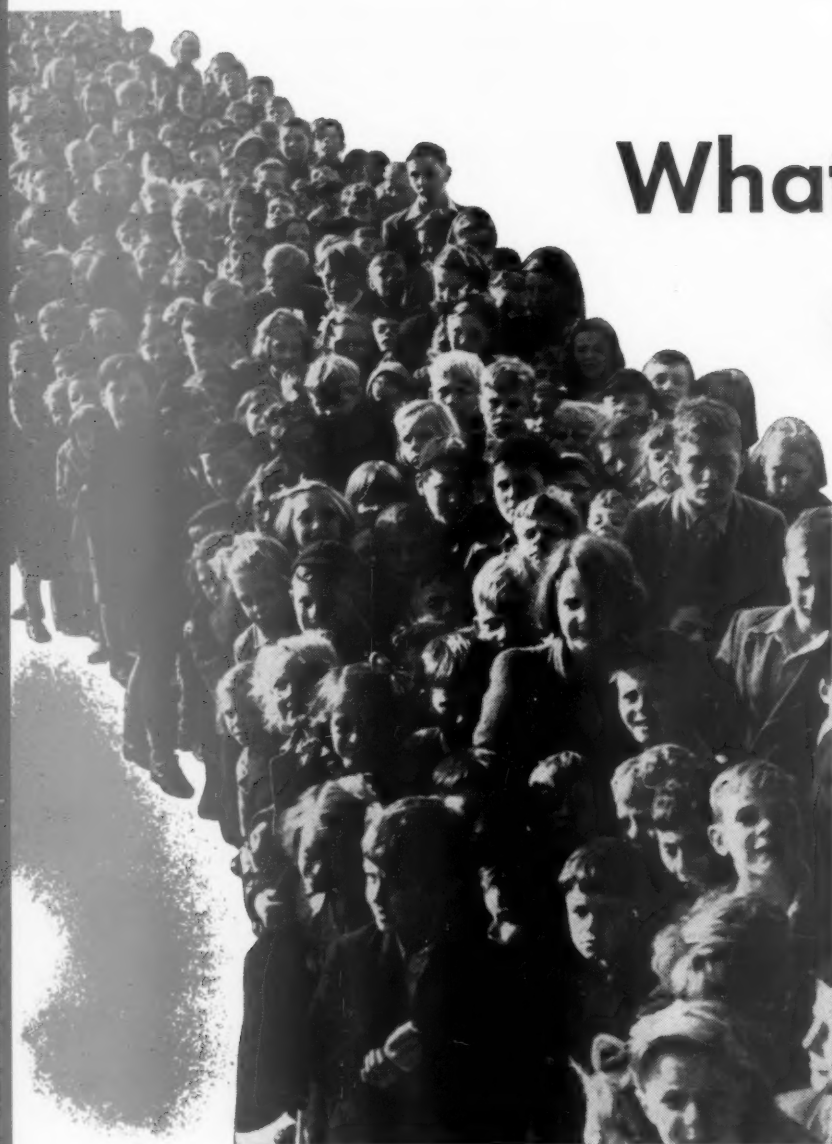


Mrs. Joseph Born,  
Wisconsin



Mrs. C. C. Browning,  
Wyoming





# What Do We Want for

## Our Children

Howard Y. McClusky

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**An uneasy planet moving toward an uncertain future—and our children on that planet, moving with it into tomorrow. What do we wish for them above all else? And how can we give them these gifts? Match your ideas with those of a distinguished leader in adult education. The statement on these pages is based on his keynote address at the International Conference of Home and School, an account of which follows this article.**

WE ARE asking ourselves a big and difficult question, but I find that the answers come more easily when I say to myself "What do I want for our three children?" For I trust that what I want for my children you want for the children in your family, in your neighborhood, and in the larger neighborhood that is the world.

I could talk in terms of economic security and peace, but that would take me outside my own field—not my field of interest but at least that of competency. So I have chosen those individual qualities that I want for every child.

Obviously we all want health for our boys and

girls, for without sound health all else quickly comes to naught. What does this mean for the home? First, care of the mother—proper food, sleep, and rest—before and after the birth of her child. And for the child it means a warm welcome into the family. For the school it means concern with at least the obvious defects, such as those of eye and ear, that interfere with learning and with the playtime pleasures that are so important a part of childhood. And for the community it means measures to prevent disease—like sanitation, for example—so that the child will live in a favorable atmosphere in which his strength can be maintained and his resistance increased.

At certain points home and school must work together for health. A child's failures at school are often a sign of physical disability. And unless the teacher has some insight into the development of each pupil he cannot possibly understand the child's physical equipment for learning. In other words, the teacher has to know and see something of what the parent knows and sees. Then, too, home and school can join together to make the community sensitive to sources of infection outside their jurisdiction.

### **Children at Ease with Change**

Next we want for our children the capacity to cope with change, to master change, to be ahead of it, to be on top of it, to be secure in it. Change is a mark of our modern society. The world outside is moving at a breath-taking pace, and the child too is growing and developing at a swift rate. These rapid changes within himself and outside himself place heavy demands on the child and call for great flexibility of personality.

The home and the school can help the child adapt to change by teaching him to expect it, by teaching him not to be frightened by it, by keeping alive his sense of adventure. Above all, they can give him the skills he will need in order to meet problems, frustrations, barriers, and obstacles.

The child will have to learn these skills, both of hand and of mind, through solving particular problems, of course, and these will be the ones directly before him, whatever they are. As he solves them he will be learning skills for handling other problems. Thus meeting and handling problems will become a normal part of the day's events.

The school can help the child master change by prizing his curiosity, his appetite for learning. It's important to keep the windows of the mind open and clear, to encourage a child's desire to learn, so that when he leaves school he will still want to go on learning. This learning attitude toward life and life's problems is a most valuable part of his equipment for mastering change.

Along with the desire to learn we want our children to have the skills for learning. We should perhaps place less importance on the memorizing of a vast amount of facts and more emphasis on where to get the facts and how to appraise them. For our aim is not to create little walking encyclopedias but to train people to seek out encyclopedias, whether they are in human form or in book form.

Next I want for children the ability to get along with others. Where does this skill come from? First of all from our basic attitude toward ourselves. To get along with others, we have to learn to accept and to live with ourselves. The version of the Golden Rule that I know is "Love your neighbor as yourself," and this implies self-respect.

I know one young man who is at odds with his

father, his wife, and his six-month-old baby. His is a story of self-punishment, of self-deprecation; and his hostility toward others is a reflection of the disease within himself.

How did he get these attitudes? Where do all of us get our attitudes toward ourselves? The roots lie in the home, in the acceptance and the welcome the child gets there. If parent-teacher associations could make the ideal of enjoying and welcoming children a part of our world-wide culture—if everywhere on the face of the earth families learned to love, to enjoy, and to want their children—half the problems of peace would automatically be solved. We wouldn't have a world full of half-developed personalities, a world full of people whose feelings seethe wildly inside and may at last burst out in barbaric form.

What this means for the home, the school, and the community is clear: Accept the child for what he is and respect his own individuality. And beyond that, teach the child to accept other people with their extraordinary individualities and their differences.

### **Children at Ease with Their Fellows**

To get along with others we need, too, skill in communication. Many of our difficulties grow out of clumsy communication, and part of the trouble lies in our use of words. How widely we differ in our understanding of the same words—we who speak the same language! When I think of these gaps in understanding and multiply them by the many different languages spoken throughout the world, I marvel that we get along as well as we do.

Many of us haven't mastered even the simplest communication skills. How often after the smoke of a heated discussion has cleared away we find that we weren't all talking about the same thing! We had failed to define terms, to define issues. There can be no communication when we don't know what we are communicating about. I hope deeply that today's child will grow in the ability to communicate.

Finally I want to consider the climate needed for relatively free communication. This climate we ourselves can create in part by our attitude toward controversy. How? We can learn to be prepared for differences of opinion. We can frankly face the fact that when an issue is first opened people will not necessarily agree on any point.

Children can be taught these attitudes. They can be prepared to expect not agreement but disagreement, and they can learn to face disagreement without feeling threatened by it, without feeling flustered or frightened. Expecting differences, spared the shock or surprise of encountering them, they may be better able to break through the clash and conflict to sift out the truth.

If we can put our children at ease in the face of controversy and differences, the future is indeed promising. For we are living in a period of tension,

and anybody with a sense of history and social change is aware that this tension is going to be with us for some time. In your country—whether it is in Africa, Asia, Europe, or North America—life is changing swiftly. Some people strongly insist on keeping the old institutions, the old ways. Others are strongly resisting them. Under these circumstances tension is bound to arise. It is essential to realize that we can learn to master this tension, that we can make it work for us instead of letting it destroy us.

### Children Who Don't Crumple

Now the fourth quality that I want for children is a blend that I have no one word for. Some may call it integrity. Some may call it character. I don't want to make so much of it. I don't want to set our standard so high that we are guilty of demanding super-perfection. The quality I'm thinking of is a compound of courage, self-direction, and maturity. If another world war should be unloosed, the human race will be severely tested. And I want our children to be strong enough to stand even devastation.

I have in mind here what in child development is called pacing—doing a job and setting the next task far enough ahead so that in doing it a child gets a sense of achievement, of self-direction. I have in mind, too, participation or work with others, which gives a sense of well-being. I'm thinking also of handling the disappointment and discouragement that life may force upon us. I'm thinking of a central core of strength that cannot be assailed.

It is true that most of us need a certain amount of security, some degree of success. But the question "How am I doing?" can become too insistent. The individual may become so bound by outer standards that he has no inner guides, nothing to steady him, no resources to withstand disappointment and shock. Children need to recognize that it's not always necessary for everyone to approve of us, that it is possible to have a sense of well-being even if success eludes us, even if some people withhold their approval.

All these—self-direction, participation, integrity—result in a certain resilience, courage, and toughness that enable a person to sift out those things he cares for and is willing to pay a price for.

Now my last point has to do with religion. Here I want for our children two essentials: an outlook toward people that is basically idealistic and altruistic and a sense of a reality that is greater than themselves. These two elements, I believe, are found in every religion or philosophy. They differ only in the way they are expressed.

We have reason to believe that this outlook is tied in with health, personality, and happiness—the things we have been talking about. For this reason I want for each child the capacity to relate himself creatively to others and to a reality greater than himself. He can do this in the best way that he knows.

I believe that as East meets West and North meets South we can find universal ideas that are clear to all. We need only to sift out the best in our cultures and look at the heart of man democratically. These common denominators of our cultures can become a common core for a general spiritual education, an experience that I covet for youth. Call it appreciation, call it art, or what you will, it would include music, the great poetry, the great literature, and philosophy. This spiritual education I would give to all children.

### Children in Touch with Creation

You have seen around you constantly men and women of extraordinary sensitivity and integrity. These men and women have almost a sixth sense, an intuitive sense, and with them you feel in touch with excellence. You feel that you are catching a glimpse of life at its best—life refined, strengthened, and directed. These men and women may be very simple as judged by the standards of the world, but they are extraordinarily profound in relating themselves to others and to the reality that transcends things. I want our children to attain somehow the sensitivity and the strength of these truly great people, the aristocrats of the spirit.

These, then, are the things that we all want for our children, wherever we live, whatever we do, whatever our background and history, whatever our language, whatever the culture from which we originate. We want for children everywhere *health, the capacity to master change, the ability to get along with others, integrity and self-direction, and finally the capacity to relate themselves to others and to a reality greater than themselves.*

Great differences and grave conflicts are dividing our world. But beneath the apparent differences and the conflicts lies a vast fund of good will that is trying to find expression. Perhaps the one thing that can unite people everywhere and channel this good will is their common concern for children. Wherever parents meet, wherever teachers meet, wherever community leaders meet, they have at their disposal at least this one bond, this one great cementing force—their common devotion to children. In this common devotion lies a powerful instrument. With it we can harness our priceless good will. With it we can create the togetherness so needed today in our world community.

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*Howard Y. McClusky brings to his work as professor of adult education at the University of Michigan a rich background of study and activity in several fields, from educational psychology to rural education. His leadership is a strong force in the adult education movement. He has just completed a term of office as president of the Adult Education Association of the United States.*



# *An Eyewitness Account* *of the* **International Conference on the Child in Home, School, and Community** **November 18-22, 1952**

**Sponsored by the National Congress of Parents  
and Teachers and the Canadian Home and  
School and Parent-Teacher Federation**

**Malcolm S. Knowles**

"THIS CONFERENCE has been one of the most wonderful experiences of my life," said Miss Esperanza Cabrera Bustillos, her eyes shining. "I am going back to Mexico with a big idea that I got here. I am going to devote all my energies in the coming years to building a strong parent-teacher movement in my country like the ones I have heard about in other countries."

"When I came to this conference," a representative from The Netherlands confided, "I could hardly speak to the representatives from Germany because of my memory of what their compatriots had done to my fatherland. After a week of living together and working on the problem of how better to serve the children of all countries, I find that I am leaving the conference counting those representatives among my dearest friends."

"I can hardly wait until I get back to my home town in Bavaria," said Mrs. Erika Boettger enthusiastically, "so I can start trying out some of the many ideas for bringing parents and teachers together on a voluntary basis that I have learned during this conference."

"I have here," announced Emin Hekimgil, waving several pages of paper, "notes on maybe two dozen steps we can take in Turkey to build strong home-school relations. This has been one of the most worthwhile weeks of my life."

"Sending me to this conference was one of the best

investments my country could have made," observed Henry S. Lunzer of the Ministry of Welfare in Israel. "When I get back to Israel I will know exactly how to make a survey of the needs of parents and children and teachers and how to stimulate the organization of stronger P.T.A.'s."

"We in Egypt"—it was Abd el Serag speaking—"have had no conception of what can be accomplished through organizing parents and teachers for the improvement of the schools and the welfare of our children."

"Our friends from abroad talk as if they are the only ones who have benefited from this conference," remarked Mrs. G. W. Luhr, chairman of the Committee on Membership of the National Congress of Parents and Teachers. "I too have in my notebook dozens of ideas I have picked up from delegates of other countries. And I have talked with many other representatives of the Canadian Federation and the National Congress who tell me they have never been so stimulated by any conference they have ever attended."

This is but a sprinkling of the comments heard in the meeting rooms and corridors of the newest landmark of adult education in this country, the Kellogg Center for Continuing Education at Michigan State College in East Lansing. The occasion was the International Conference on the Child in Home, School, and Community, sponsored by the National Congress



Men and women from twenty-three countries across the globe, men and women deeply concerned for the welfare of the world's children, gather at the Kellogg Center for Continuing Education, Michigan State College, for the International Conference on the Child in Home, School, and Community. Among the leaders of the two sponsoring organizations are Mrs. Newton P. Leonard, president of the National Congress (front row, seventh from right) and W. P. Percival, past president of the Canadian Federation (at Mrs. Leonard's right).

After a day of on-the-spot planning and consultation among leaders, recorders, and resource persons, the conference opened its first session with a dinner. Here seated at the head table are, from left to right, Mrs. Ernest Evans, vice-president of the Canadian Home and School and Parent-Teacher Federation; Mrs. Ruth Gagliardo, chairman of the National Congress Committee on Reading and Library Service; the Reverend Robert H. Jongeward of the First Methodist Church, Battle Creek, who gave the invocation; Mrs. Robert B. Rowe, chairman of the National Congress Committee on International Relations; Howard Y. McClusky, professor of adult education at the University of Michigan, speaker of the evening; Mrs. Leonard; Mr. Percival; and Mrs. James P. Ryan, a vice-president of the National Congress.



of Parents and Teachers and the Canadian Home and School and Parent-Teacher Federation.

We who attended knew that we were witnessing here the culmination of a dream that had been generating for several years in the minds of far-sighted parent-teacher leaders in Canada and the United States. We were also witnessing the drama of a conference significantly different from the usual conference. It was different because of the kind of people who were there, because of the way it was organized and the methods it employed, and because people went away from it deeply committed to doing something.

Since this conference will without any doubt have an impact around the world in years to come, every P.T.A. member in this country should have attended. Perhaps we can take an arm chair trip and note the high points. Let's set out for East Lansing now and go to the conference together.

But wait. If we really want to understand what is happening, we will have to learn what has gone before. We will have to overhear the many discussions by the governing boards of the Canadian Federation and the National Congress in which the vision of an international conference was born and the broad outlines of the purpose and program were hammered out.

It was at this stage that the purpose was agreed upon: "To bring together from various countries professional leaders in education and child welfare, along with lay citizens who are concerned about school education, parent education, and community betterment for the sake of the child, providing an opportunity for these conferees (1) to compare experiences in home-school, parent-teacher cooperation; (2) to discuss related problems in the care, protection, and education of children; (3) to work out cooperatively the basic principles of home-school, parent-teacher cooperation."

We would then have to sit in on the meetings of the conference planning committee, under the chairmanship of Mrs. James P. Ryan, a vice-president of the National Congress of Parents and Teachers, and W. P. Percival, past president of the Canadian Federation. We would see here how a group of dedicated people arrived at the decision that the purposes of this conference would best be served by the workshop type of meeting in which most of the time is given to group discussions rather than to formal addresses.

We would follow various leaders of the National Congress of Parents and Teachers to Washington, D. C., overhearing discussions with officials of the State Department about how well-qualified representatives can best be obtained from foreign countries. We would watch the sending of hundreds of letters to cultural attachés of more than fifty coun-

tries, inviting their help in choosing just the right people. Later we would take a glance at some of the dozens of letters to the selected delegates preparing them for their experiences at this conference.

### A Day with the Leaders

Now at last we are ready for our trip to East Lansing. We arrive on Tuesday morning, November 18. We get there early because we want to observe the preconference leadership-planning meetings. Seated comfortably in one of the modern meeting rooms of the Kellogg Center, we find ourselves in the company of five discussion leaders, five recorders, and fifteen resource persons.

This leadership corps spends half a day clarifying their understanding of the purpose of the conference; acquainting themselves with the delegates still to come; discussing the respective roles of the leaders, recorders, and resource persons; and agreeing on a common philosophy of leadership and methods of group discussion.

One is struck, at this meeting, by the relaxed, friendly, informal atmosphere and the recurring concern to meet the needs of the conferees on their own terms. We hear over and over the statement that the leadership teams exist to serve the conferees, not to dominate them.

The rest of the day is spent with the leadership teams, who meet with their coordinator, Mildred English, professor of education and teacher training, Georgia State College for Women; the recorders, who meet with their coordinator, Mrs. Ruth Gagliardo, chairman of the Committee on Reading and Library Service of the National Congress of Parents and Teachers; and the resource persons, who meet with their coordinator, Agnes Samuelson, past assistant editor of the *N.E.A. Journal* and past president of the National Education Association. In these separate meetings the leaders discuss methods they can use, and many of them practice their roles by short, "dry-run" demonstrations.

Afterward we drift down to the exhibit hall, which is by now rapidly filling up with newly arrived delegates. We are particularly struck by a collection of children's books from fifty countries, a display arranged by the Department of State and the American Library Association. As we look at the open pages of books from Argentina, Australia, Belgium, Burma, India, Iran, Japan, Mexico, and many other countries we are impressed by the fact that children's stories are pretty much the same all over the world.

A book from Tunisia, *The Lion of the Country*, attracts us. It is the story of how the son of a sheik is sent into the forest at the age of fourteen to prove his courage. He kills a tiger and a lion and is acclaimed for his bravery. We are taken aback by the thought of how provincial most of us are. We didn't even know Tunisia printed books, much less books



The work group led by Ralph H. Ojemann, chairman of the National Congress Committee on Parent Education, was so absorbed in its discussion that no one even looked up when the photographer came in. With their backs to the camera are Carolina Aurelia Ibarra Rueda of Mexico; Mrs. Harry E. King, president of the Michigan Congress of Parents and Teachers; Duangduen Bisalputra of Thailand; and Jane N. McGloin of Scotland. Dr. Ojemann faces the group. On his left are Mrs. Ernest Evans of Canada, recorder; Soliman Marzouk of Egypt; Mrs. James Golden, international relations chairman of the Michigan Congress, resource person; Ada D. Stephens of Australia; Mrs. Russell C. Bickel, secretary of the National Congress; Mrs. Ana Moya de Perera of Cuba, resource person; and Mrs. B. C. Silver of Canada.

An authority on childhood and secondary education, Christine M. Heinig, was leader of this work group, whose first discussion question was "How may a P.T.A. serve parents and teachers in understanding child growth and development?" Left to right, Mrs. Marieta da Silva Cunha of Brazil; Mrs. E. H. Boalch of Canada, president of the Alberta Federation of Home and School Associations; Miss Heinig; Mrs. J. D. Taylor of Canada, president of the Ontario Federation of Home and School, recorder; Mrs. R. R. Smith, a vice-president of the National Congress; William M. Alcorn of Northern Ireland; Agnes Samuelson, past president, National Education Association, resource person; Rhoda Strunkie of British Guiana; and Mrs. O. E. Palmer of Canada.







Donald O'Beirne, assistant professor of elementary and continuing education at Michigan State College, led this group, in which the resource persons were Roberta Hershey, extension specialist at the college, and Ivan A. Booker of the National Education Association. Left to right, Mrs. Lydia Troescher of Germany; Fazl Ahmad of Pakistan; Guiseppe Miranda of Italy; Mrs. O. G. Hankins, a vice-president of the National Congress; Miss Hershey; Mr. O'Beirne; Mrs. J. W. Heylmun, a vice-president of the National Congress, recorder; Daisy E. Lewis of England; Kare Birkelund of Norway; Mrs. W. K. Colin Campbell of Canada, past president of the Canadian Federation; Henry S. Lunzer of Israel; Mrs. Rowe; and Mr. Booker.

that we would like to read and have our children read. We see many more interesting exhibits—colorful displays of pamphlets, magazines, books, and other resources available to enrich the programs of parent-teacher associations.

At dinner we see for the first time the whole delegate body gathered together. We chat with those at our table, wondering meanwhile who all the other interesting-looking people are. Just as our curiosity quickens, Mrs. Newton P. Leonard, president of the National Congress and chairman of the dinner session, rises and, as if mental telepathy were at work, suggests that perhaps we would all like to meet one another.

One by one the delegates are introduced. We meet William Alcorn, a primary schoolteacher from Northern Ireland; Miss Duangduen Bisalputra, an educator from Thailand; Mrs. Dora Baker, Provincial representative from Canada; Emin Hekimgil, educational attaché in the Turkish Embassy; Mrs. S. Theodore Manduca, a vice-president of the National Congress from Maine; Esperanza Cabrera Bustillos of the Department of Intellectual Cooperation of the Educational Board of Mexico; L. A. DeWolfe from Nova Scotia, past president of the Canadian Federation; Soliman Marzouk, an international social welfare

trainee from Egypt; Jane N. McGloin, a primary school teacher from Scotland; W. P. Percival from Quebec, another past president of the Canadian Federation; Rhoda Strunkie, a social worker from British Guiana; and so on around the tables. All together we meet some seventy-five delegates from twenty-one countries. We get the distinct impression that here is an assembly of important people. They are people who can make a difference in their countries back home. There is power in this group.

We are thus prepared for the keynote address of the conference by Howard Y. McClusky, professor of adult education at the University of Michigan and retiring president of the Adult Education Association of America. His topic is "What Do We Want for Our Children?" The rather boyish-looking, gray-haired professor starts speaking; his tones are low and conversational. It strikes us that Dr. McClusky is not talking to us; he is thinking with us. Gradually as he expresses our thoughts, we all reach the insight together that each of us the world over wants the same things for his children. We all want them to have good health, the capacity to master change in themselves and in the world, the capacity to live in confidence. We want them to have mental strength and strength of character and the ability to relate themselves to something greater than themselves. As we leave the meeting, we feel a kind of emotional charge. We want to make this conference count. We want to get to work on the next day's business.

### Delegates Assembled

Early the following morning we assemble in the auditorium and watch the leadership corps demonstrate a typical discussion group on the stage. Many of the representatives from other countries are seeing this kind of free discussion under organized leadership for the first time, and we realize that as a result of watching a demonstration they will be better prepared to participate in their own discussion groups.

After the conference leader has described the total plan of the conference, so that everyone will know and understand what is to come, the assembly divides into five work groups, each going to a different room. We learn that each work group has purposely been selected to provide a broad cross section of the nationalities and the occupations represented in the conference. All five will discuss problems of concern to the conference as a whole, problems arising from the stated purposes of the meeting.

You and I visit first one work group and then another. Each group opens its meeting in much the same way. Members introduce themselves, tell a little bit about their work back home, and state their personal objectives in this conference. In each group too one of the members goes to the blackboard and records the topics and problems that the others would like to have discussed. We see agenda being devel-

oped. The group determines the order in which it wishes to discuss the various problems it has listed. Then it arranges to have resource persons come to the meeting at whatever time they can best help with the problems being discussed.

As we go from room to room we note how many similar topics are listed on the five blackboards—yet what interesting differences crop up too! Almost all the groups want to know more about how to organize parent-teacher associations successfully, how to build interesting programs, how to help parents gain an understanding of child development, how to get parents interested in the school, and how to develop a real spirit of partnership between parents and teachers. But we notice that one group wants to give particular attention to health problems, while another wishes to emphasize organizational problems. Another is particularly concerned with building strong home-school relationships in a country in which the schools are regarded as the property of the government.

Wednesday afternoon we come together again in the auditorium and listen to fascinating reports from thirteen representatives on patterns of home-school cooperation in their respective countries. It dawns on us once more that problems are pretty much the same all over the world, though patterns for dealing with them are necessarily different.

Wednesday evening the assembly divides into small informal groups, each of which visits a meeting of a nearby P.T.A. On the way home delegates from several nations remark about how impressed they are by the "sense of ownership" parents in the United States have toward their schools. In their countries parents would not think of promoting higher salaries for teachers or better services for their schools, because the schools belong to the state. Representatives from this country remind the visitors that it has taken our P.T.A.'s fifty years to come this far.

The work groups meet again Thursday morning. They tackle their problems, in order and in earnest. We are struck by the lively way in which the representatives from many different countries enter into the discussion.

For example, the first subject considered by one group is how to develop better home-school cooperation. Canadian and American parent-teacher leaders describe several effective ways of interpreting the school program to parents. The representative from Turkey reports that in his country parents are invited to visit their schools three times a year. One of the resource persons, an educator from Cuba, points out the strong prejudice in Latin America against public schools.

This observation is echoed by a European delegate, who states that in some parts of Europe the gulf between parents and teachers seems almost impassable. After further discussion the group agrees that



The leader of another group was Malcolm S. Knowles, outstanding adult educator and author of this article. Listening attentively to Mrs. Erika Boettger of Germany are (left to right around the table) Mrs. R. M. Sherk, editor of "Canadian Home and School"; Mrs. G. W. Luhr, chairman of the National Congress Committee on Membership; Emin Hekimgil of Turkey; Henry F. Helmholtz, M.D., chairman of the National Congress Committee on Health; Mrs. Gagliardo, recorder; Marjorie Delavan, chief of the division of education, Michigan Department of Health, resource person; Mrs. Ryan; Esperanza Cabrera Bustillos of Mexico; Mr. Knowles; Mrs. Boettger; Johannes Jouke Schilstra of The Netherlands; Mrs. A. B. Connell of Canada, resource person; and Mr. Percival.

Led by Mildred English, professor of education and teacher training at Georgia State College for Women, this work group was summing up its decisions and conclusions when the photographer appeared. At left is L. A. DeWolfe of Canada. Then come Aulis Kalervo Kopponen of Finland; Mrs. W. P. Augustine of Canada; Abd el Serag of Egypt; Mary I. Purdie of England; Mrs. Leonard; Mrs. David Aronson, president of the Minnesota Congress of Parents and Teachers; Miss English; Lisa Niebank of Germany; Dora Baker of Canada, resource person; Mrs. H. H. Hargreaves, a vice-president of the National Congress; and Mrs. S. Theodore Manduca, another vice-president, who served as recorder.





Off for a sight-seeing tour of the college campus are these seven men and women, representing seven different countries of the world on four different continents. Left to right, Emin Hekimgil of Turkey; Fazl Ahmad of Pakistan; Mrs. Ryan; Kare Birkelund of Norway; L. A. DeWolfe, past president of the Canadian Federation; Lisa Niebank of Germany; and Abd el Serag of Egypt.

it is hard for parent and teacher to meet on common ground in countries where the schools have been established by the state and people feel little "sense of ownership" toward them. Also in these countries the teacher is set apart as an expert, an unapproachable authority who is responsible not to the child's parents but to the government.

The principle is established that strong home-school cooperation is more easily achieved when each parent feels that the schools belong to him and when each parent has an opportunity to work for them. From this conclusion the group moves on to consider the kind of programs that will best create home-school cooperation. And so the discussions continue, each member contributing from his own experience and background until all are able to arrive at general conclusions.

### Winding up the Workshops

Thursday evening we come together again in the auditorium to hear delegates from five distant lands describe the routes they took and the experiences they had in coming to this conference from their homes. There is a vigorous discussion between the platform and the audience about the impressions these delegates have of this country and about conditions in their countries.

The work groups take up the full day on Friday. By this time it has become clear that every delegate is deadly serious about getting help on his problems. As one of the representatives from Mexico puts it,

"I am ambitious about this conference. I want to make every dollar my country has spent in sending me here produce a valuable return." By the end of the afternoon nearly all the work groups have dealt with every problem on their lists, and we have observed that each individual in all five work groups has taken part. All the delegates have several pages of notes on ideas for organizing parent-teacher groups and for improving programs. These they will take back home, introduce, and adapt to the various local situations.

Friday evening is spent having fun together in a recreational program under the leadership of Donald O'Beirne of the Michigan State College faculty. By this time everyone is everybody else's friend, and the delegates are thoroughly enjoying one another's company.

Saturday morning they assemble once again in a large meeting room, with a table set up at the front for a panel. The recorders of the five work groups seat themselves around the table, and for the next hour under the chairmanship of the conference leader they proceed to give high-spot summaries of what happened in their groups. As one recorder finishes describing how her group worked on a certain problem, other recorders now jump in with elaborations and additional ideas that had come out of their discussions of the same problem. Clearly there was a great community of interest among the delegates in the various work groups. Each has emerged, through pooled thinking, with creative solutions to a wide variety of problems.

Then comes a résumé of the conference by S. R. Laycock, dean of education, University of Saskatchewan, and a past president of the Canadian Home and School and Parent-Teacher Federation. Looking over the shoulder of the recorder for this closing session, we see her taking these point-by-point notes on Dr. Laycock's climactic summary:

1. We've discovered (with a note of triumph) what a unifying thing an interest in children is. Nothing binds people together so effectively as the desire to serve children. In this common cause people of all classes, all colors, all ideologies, all nations can join together.
2. We've discovered how an interest in children can lead to international understanding. We've found how easy it is for people of different nationalities to communicate with each other.
3. We've arrived at a new realization that all children, all over the world, are our children. Anything that happens to a child anywhere is of concern to all of us.
4. We've found new bases for cooperation between parents and teachers. As one group expressed it, "Education is a twenty-four hour business." We've seen that every child has four sets of teachers: his parents, his playmates, his community teachers (church, youth organizations, movies, radio, press, recreational agencies, and so forth), and his schoolteachers, who participate in his education but do not take it over. We've learned that home and



school are partners in the child's education whether they act like it or not.

5. We've learned that in any country we have to *start with people where they are*. No country can make real progress in its schools without "taking the people along," seeing that they understand what the schools are doing. School problems are different in Mexico, Turkey, the United States, and other countries because people's way of life differs from one country to another.

6. We are all generally agreed on our objectives for our children. We have found that we are all working for the same things, those Dr. McClusky mentioned in his keynote address.

7. We have become aware of diversity among children and all other human beings. We know that we have to accept and allow for their individual differences.

8. We have learned new group techniques that we'll take back home with us. We have increased our ability to lead groups and to develop participation.

9. We have all had a therapeutic experience—a chance to get rid of anxieties, to talk our problems out. It is amazing that there has been such an absence of tension, in spite of differences in background and points of view. There has been a prevailing climate of freedom throughout this conference.

10. We have discovered similarities as well as differences among our national groups.

11. We have developed many friendships that will carry on across the seas.

12. Where do we go from here? Each of us will go back home in a joyous rededication to the cause of children. We have new skills for developing services for children. We'll continue sharing experiences and helping each other grow. We'll work to make sure that all children have good homes, good schools, and good communities.

As the echoes of Dr. Laycock's words die down, delegate after delegate rises to his feet to testify as to the value of the conference to him and to tell his own plans for improving home-school relations when he gets back home. Unanimously the delegates ask that some kind of machinery be established for continuing the exchange of experience and materials among the countries. Representatives of the National Congress of Parents and Teachers agree to see what



This magnificent building, the Kellogg Center for Continuing Education on the campus of Michigan State College, was the scene of the International Conference. Here all meetings were held, and here too the delegates lived, dined, and enjoyed social activities.

they can do to help establish an international clearing house. One delegate from another country rises to his feet and dramatically states that he wishes every representative to the United Nations could have been a fly on the wall at this conference. Then all of them would learn how nations with many differences can work together productively in a conference.

Standing in the lobby as the delegates check out of their rooms, we notice how frequently these important, dignified people choke up as they say goodbye to new friends, friends who, in a week of living together and working together on common problems, have become brothers.

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## OUR 1953 NATIONAL CONVENTION

Oklahoma City, the bustling metropolis where delegates of the National Congress of Parents and Teachers will meet in convention May 18-20, sprang spectacularly into being in a single day. On April 22, 1889, the government opened lands in that territory to white settlers. Before sundown more than four thousand homesteaders had swept into the site of the present state capital and staked out their claims. Today Oklahoma City is a thriving center in mid-America. Convention sessions of the National Congress will be held in its spacious Municipal Auditorium, and the convention headquarters will be located in the Skirvin Hotel.

# Judging Their Progress in School

I HAVE BEFORE ME two reports of progress that have been used in our public schools. One is an old, faded celluloid card on which is printed "Reward of Merit" within an ornate scroll. Beneath this heading starts the verse:

*Look mother look  
See father see  
What my good teacher  
Gave to me  
This neat little card . . .*

It goes on to say that the bearer, one Mary Busbey, has been a good girl, has worked hard, and has learned many things—and says it all in rhyming verse! That this report was eminently satisfying both to Mary and to her family is evidenced by the fact that it was carefully put away for safekeeping between the pages of the family Bible.

I have been able to learn many things about Mary Busbey's school days, but, try as I will, I cannot discover one important bit of information about the kind of reporting done by her teachers. I have long wanted to know how many of the children in that one-room school received this word of commendation, but there is no one left now to tell me.

The other report that I have before me will probably not be tucked away in the family Bible, but it deserves an equally safe resting place. It is a letter, written by a wise teacher, which considers the mental, physical, social, and emotional development of another little Mary. It tells of her apparent health; of her struggles in learning to play with other children, of a growing confidence in herself and the times when this confidence is lost for a bit, of a new-found ability to work joyously and creatively with clay, and of a genuine interest and growing understanding in the area of the skill subjects. Often throughout the letter there are references to "the last time we talked together." This letter too is worthy of a place for safekeeping.

Between the dates on these two reports of progress there is a span of exactly ninety years. All through that time parents, teachers, and children have been helping this business of evaluating chil-

Something has happened to the monthly report card. In some places it's no longer a card. It isn't always monthly either. And it's quite likely to be in plain English rather than in code. But it's still a report, secure in the tradition of home and school. With parents and teachers alert to its potential usefulness, it can be an inspirer—as well as a measure—of progress.

dren's progress to grow from a generalized pat on the head ("Look mother look") toward a comprehensive and honest study of a child's growth and development. And of course over a period of almost a century there has been a decided shift in our thinking about the purposes of evaluation. The little celluloid card was really no more than an easy and pleasant way to finish a year's work.

Few of us today ever received such a little card, but there are many who lived through that rather difficult 84.6 period when reporting seemed more a matter of stern mathematical judgment than a way of helping boys and girls. Who knows just what a 72.4 is? It is a well-known fact that if a group of honest, sincere teachers are asked to grade the same set of essays, each paper will receive several different marks. Moreover, we can all agree that what might be an A for fun-loving, active Bill could hardly mean the same as an A for studious, nose-in-a-book Louise.

In our confusion about marking and reporting we took refuge for a time in saying that what this child had done was either "Satisfactory" or "Unsatisfactory." Many are the children who have struggled to the very best of their abilities only to be faced with uncompromising U's or stern red checks opposite the phrase "Needs to work harder." And what can be more discouraging for the child who has really tried? If a child does not seem to learn, then something is wrong—in school, in the home, or in both places.

Gradually we have worked our way toward a kind



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of judgment of progress that more honestly represents the real reason for evaluation. At certain points in the school year we pause and take a look to see where we are, how we got here, and what seems to be the best way of proceeding. In so doing we inform the child, the parents, and the teachers; we broaden their understanding and clarify their thinking.

### No Substitute for Common Sense

By this time some readers may have gone to a certain spot, rummaged around for Sonny's or Mary's latest report, looked it over, and done a bit of reflecting upon its contents. Perhaps they may find themselves thinking somewhat critically of the local school system and its out-of-date methods. Perhaps they are saying to themselves, "I disagree with the person who wrote this. I knew exactly what a 95 meant when I had one on my report card, and that's the way I want Sonny's to be." Or perhaps they are nodding their heads in a way which indicates that they are well acquainted with the newer method of evaluation and are finding it satisfactory.

Let me hasten to say that any system of reporting, old or new, can be well used or it can be misused. The best way to insure good results is to be certain that teachers and parents depend upon good, sound

common sense in both the preparing and the interpreting of the report, never losing sight of the one child whose progress is being appraised, and keeping a sense of humor on tap. With these precautions things cannot get far out of focus. But what of the teachers who put little gold stars by the names of all those who get a one hundred in spelling and leave appalling blanks by the names of perhaps a third of the class whose spelling may be wobbly? Or the parent who digs down into pocket and purse for a quarter to reward what he considers a "good grade"? Both are badly out of focus.

Keeping in focus means that the records of teacher-parent conferences and the letters written about children have no place in them for comparisons with other boys and girls. Each child is an individual, with his own pattern of growth and his own way of maturing. Let's help him do *his* best, for that is the most that he can do. After all, you don't say to baby brother, "Your sister walked when she was just your age. Now, you get up and walk."

In the past both teachers and parents have been guilty of putting some children on academic pedestals and undermining others, making them feel "no good." But the modern teacher will think only of the individual child when she writes in the margin of a composition, "This is a fine piece of work" or "I enjoyed reading this." The only standard a school can honestly set up is to *start with each child where he is and take him as far as he can go.*

Today's teacher knows too that it is not enough to think only in terms of growth in reading, writing, and numbers but that the all-round maturing of the child must also be considered. How does he work as a part of the group? How does he work alone? Is he becoming more responsible for his own behavior? Does he talk well? Can he listen? Has he found a release in his ability to create and to participate in the arts? Does he understand the essentials of safe living? Can he rest and relax? Has he shown greater ability to use his knowledge of reading, numbers, writing, science, and social living?

Being a whiz-bang in reading doesn't necessarily mean you are a "good guy," but if you work hard at being a special friend and a helpful member of a group you deserve a lot of credit for it. And the amazing thing is if you get this credit your progress in the skill subjects will pick up.

### Records Can Be Revelations

The evaluations of children's progress can be—and usually are—based on records that are carefully and accurately kept. Most teachers have at their elbows or in their laps a set of cards, one for each pupil. These cards constitute a running day-by-day record of what a child does or says that seems of significance. And although the record for one child may be quite short for a given day, that of another





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may contain several entries. When one card is full it is placed in the child's file and another is started. Thus there is an ever-growing record of what is happening to every boy and girl in the class.

In many schools children are encouraged to keep their own records of progress. Often a letter from the child is tucked into the report with that of the teacher, or the child may be an active participant in the teacher-parent conference. In such a letter or during such a conference the child may tell of the committee work in which he has participated, the areas in which he feels he has grown, and those in which his progress has been uncertain and unsteady. I remember the three-way satisfaction shown at a conference when Jimmy announced, "And now I'm really keen in division!"

Even younger children can take part in the evaluation of their progress. It may be only through a group-composed note written on the blackboard by the teacher and then copied, but still each has had a hand in the composing and each has written his own letter. I have the second copy (the first one being sent home) of such a letter, all decorated with gay crayon pictures depicting the activities of the class. It says:

*Dear Mother and Daddy,  
I like my school. I like my teacher.  
Love,  
Marcia*

Examples of a child's work—the paintings of the kindergartener or the committee report of the teenager—take on added significance when they are carefully kept and then either sent home with a letter or taken out of the file and discussed at the teacher-

parent conference. One school starts a file of examples of the children's work in the kindergarten. The collection is moved into first grade when the children move on, and it follows them through the elementary school. Here is actual evidence of how they have changed and grown.

### Homes Have Records Too

Parents also need to keep records of changes in their children. One mother found help in a diary she kept of her child's progress in speech after a series of operations on a cleft palate. She was at first quite discouraged, but as she began to jot down notes and dates there evolved a hopeful record. Here was a note of the day when Johnny could actually touch the roof of his mouth with his tongue. On another day his tongue had finally become so mobile that he could lick his lips. At length she could joyfully write that Johnny was able to enunciate certain words so they were easily understood. And finally there was the notation that he could converse with strangers! Such a record can be a great source of encouragement both to parents and to children, and its use should not be confined to the uncommon situations.

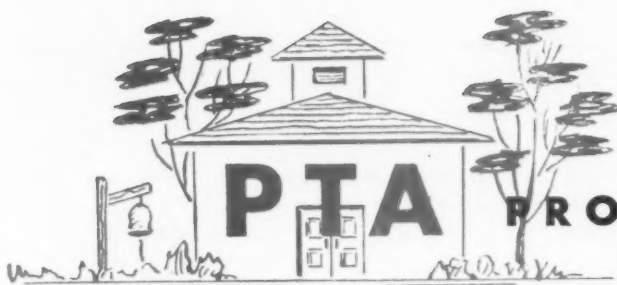
Blessed be the mothers who do more to prepare for a teacher-parent conference than put on their best and prettiest dresses. And a special blessing on the parent or parents (happy day when they both are there!) who come bearing a list of topics and questions to consider. That list might note evidences of a child's changed behavior and attitudes, ways in which he has shown progress, matters of concern about his development, and questions about how both school and home might handle certain topics or problems. And please, last of all, let there be some encouraging bit of observation or information that gives the teacher a pat on the back.

Or if the teacher has written you a letter or even a note, take a little time to answer it. If you don't, how does she know it has been appreciated or even read? Perhaps the note may say briefly but warmly, "We are over the hump in this matter of being able to talk before the whole class! Miss M." Share your pleasure with the child and with the teacher too. "Good for us! Thank you very much for telling me. Mrs. D."

Probably the most important factor in this modern practice of evaluating children's progress is that it creates a friendly three-way partnership between parents, child, and teacher. And how good it must be for a child to think, "My mother and father and my teacher and I like one another—and they are all interested in me!"

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**PTA**

## PROJECTS AND ACTIVITIES

### New Mexico—Land Where Cultures Meet

IN NEW MEXICO people of three main cultures—Indian, Spanish, and Anglo-American—live and work together. Here in a land of enchanting beauty old customs meet, merge, and change to fill modern needs. Though the families follow varying patterns of living, the parent-teacher associations offer a common ground for people of all cultures. Drawn by the universal interest in children, all groups come together at meetings.

Notable too is the fact that Spanish and Indian parents are drawing upon their differing backgrounds to improve relations in the P.T.A. and in the larger community. P.T.A. units in Santa Fe, for example, recently sponsored a course in Spanish for adults. Mrs. Susie Klemos, supervisor of elementary education in the city schools of Santa Fe, offered to teach a class of not more than twenty students. The original plan was to meet one evening a week for twelve weeks. When thirty-seven enthusiasts turned up to take the course the group was divided and classes were scheduled for two evenings a week. Today twelve students from the original class are taking advanced work from the same instructor, and she is not only continuing with her class of adult beginners but is also starting a class for children.

#### The Link of Language

The first sessions met in a school lunchroom, where some of the children's art work happened to be on display. The vivid pictures attracted so much attention that they became the center of discussion for this beginning Spanish class. Thus conversational practice in the new language was linked with an activity being carried on by children in the school.

No textbooks are used, and taking notes is discouraged. Instead the members of the classes are urged to listen to Spanish broadcasts, to attend Spanish pictures at local theaters, and converse in Spanish as much as possible. At the last session of each twelve-week course the class celebrates with a dinner of Spanish dishes that they themselves have prepared—tortillas or sopaipillas, frijoles, tacos, enchiladas, tamales, biscochitos, empanadas, ensalada guacamole, and other tasty fare. Of course all table conversation is in Spanish.

Registration in the Spanish classes is not limited to members of the P.T.A. Anyone in the community may attend. To these classes have come businessmen, postal clerks, welfare workers, a supreme court judge, and housewives, all keenly interested in learning the Spanish language and Spanish customs, in becoming better acquainted with neighbors, clients, and fellow citizens. Several Spanish-speaking members of the community have attended these classes in order to converse with the students. And one elderly Spanish lady came to learn English!

The instructor of these courses teaches more than Spanish conversation. More important to her than painstaking drill to achieve fluent, flawless speech is imparting a sense of the graciousness of the Spanish people, a graciousness that their language reflects.

#### The Link of Shared Endeavor

Most gratifying also has been the participation of Indian parents and teachers in state and local P.T.A. activities. During the state convention of the New Mexico Congress in April 1952, the San Juan Indian Pueblo P.T.A. was represented by a high percentage of its membership. At the first general session one member, an elderly, highly respected past-governor of the pueblo, gave the invocation in the language of his people. After him, a younger member gave an English interpretation of what had been said. In full ceremonial dress and with great dignity, these two men delivered an inspiring prayer that will not soon be forgotten by delegates and visitors.

The Indian members attended all sessions and also made valuable contributions to the workshop groups, one of which was led by Mrs. Newton P. Leonard, then first vice-president and now president of the National Congress of Parents and Teachers. At the last general session Preston Keavama, past president of the San Juan P.T.A., made an impressive address when he presented Mrs. Leonard with a beautiful piece of pottery, made at his pueblo, for the national headquarters building.

The staff and students of the U.S. Indian School at Santa Fe likewise added a great deal to the convention.



"Buzz session" groups at a workshop led by Mrs. Newton P. Leonard during the 1952 convention of the New Mexico Congress of Parents and Teachers.

For instance, the Pablo Mares' Tipica Orchestra, an ensemble made up of students, played their stringed instruments and sang for the delegates. This orchestra is part of the music program in the Santa Fe city schools, where the students learn the old Spanish music and songs as part of their education.

Since the convention, another Indian pueblo school has planned to join the state and National Congress. As word spreads, more units will be formed in the pueblos. Some Navaho schools that are interested in forming units will

soon be reached and given assistance by the state congress.

These are only two examples of the good group relations that exist among P.T.A.'s in New Mexico. Anglo-Americans feel very fortunate to be able to work and associate with the Indian and the Spanish-speaking Americans of our state in furthering the interests of all our children—the citizens of tomorrow.

—MRS. KENNETH S. CLARK

*Chairman, Committee on Group Relations*

*New Mexico Congress of Parents and Teachers*

## How Connecticut Parents View TV

WHAT DO parents think about television as it affects their children and their family life? To answer this question the Parent-Teacher Association of Connecticut recently conducted an opinion survey among the parents of the state. Behind the study, developed by a former chairman of the state audio-visual committee, was the hope that the results would spur some desirable changes in TV programs.

Twenty questions formed the basis of the questionnaire, a copy of which was sent to the president of each of the six hundred local P.T.A.'s in Connecticut. With it went a letter asking that the unit mimeograph the questionnaire and send a copy to each school family. Connecticut's P.T.A.'s responded with full cooperation, returning a total of twenty-one thousand completed questionnaires!

To tabulate all those returns would have cost at least a thousand dollars, a tidy fortune that the treasury could not afford. Therefore the directors of the study looked about for a reliable yet more economical procedure to extract findings from the mass of data. On the recommendation of statistical experts a study was made of random samples—first of a hundred, then of a thousand, and finally of five thousand returns. Local and state workers who helped in the compilation found that the results in each group were comparable.

They revealed, for example, that 70 per cent of those who returned the questionnaire owned TV sets. Fifteen per cent more who had no TV sets expressed their intention of buying one.

How did these mothers and fathers feel about television? Here are some of the high points of the findings:

### What the Polls Showed

- Those who own sets seldom fail to watch programs at least once a day. Those without sets manage to watch TV at least once a week.
- On weekdays television claims two to three hours daily of family time. On week ends watching time goes up to four hours on Saturdays and another four on Sundays.
- For every three homes where programs are selected by adults there are two where children do the choosing.
- Nearly half the parents let their children watch any program they choose. The other half exercise some supervision. Only a few are strict. Often TV is used as a lure to get children to complete their homework.
- The length of time children are permitted to watch is more carefully controlled. Eight parents out of nine set definite limits.
- Crime, murder, and mystery shows top the list of programs forbidden to children. The earlier such a program

is scheduled, the larger the percentage of parents who forbid watching it.

- The most popular period for television viewing begins at five in the evening and continues until suppertime, when the watching drops off. At seven o'clock it picks up sharply, then drops off considerably at nine. Older children watch until about nine-thirty. Younger children stop at about seven-thirty.

- A great majority of parents indicate that their children read as many books, play outdoors as much, and go to church as frequently as they did before there was a set in the house. (It seems quite likely, therefore, that children spend less time sleeping or doing homework. Though the questionnaire did not inquire about this, teachers who have red-eyed, sleepy children reporting to their classes day after day know that some of them are getting less sleep than they did before TV!)

- Three parents out of five believe that television has helped their preschool children to read. One parent said it definitely helped her eleven-year-old.

- Of 4,650 parents, only 43 say that the family has less time together since the coming of TV. That television actually brings the family together is the belief of 2,200. Another 2,407 think television makes little difference in how much time the family spends together.

- A strong majority favor putting TV sets in schools, especially when good educational programs become available.

- Seventy-four per cent of the parents are in favor of having the state department of education build a TV station and offer educational programs.

- Program favorites fell into these groups:

Children	Adults
Howdy Doody	Arthur Godfrey
Roy Rogers	I Love Lucy
Mama	Studio One
Hopalong Cassidy	Toast of the Town
Gabby Hayes	Mama

#### Combined Children and Adults

Mama  
Howdy Doody  
Arthur Godfrey  
Roy Rogers  
I Love Lucy

One of the most interesting revelations was that an overwhelming majority of these parents believe the P.T.A. should help start a series of TV programs. Many suggested that the national or state parent-teacher organization procure time and sponsor a high-grade type of program.

—RICHARD W. MORTON

*Audio-Visual Director, West Hartford  
School Department*



# Study Course Guides

## I. Basic Course

Directed by Ruth Strang  
"How the Environment Helps or Hinders" (page 7)

### Points for Study and Discussion

1. Recall one or two instances of children's quarreling among themselves. Try to analyze each situation. What in the environment seemed to contribute to the quarreling? Did the father or mother favor one child more than the other? Was there an underlying resentment on the part of the older child toward the younger? Did the younger child interfere with the older child's activities? Were appropriate play materials provided for each? Was play space limited so that the children couldn't help getting in each other's way? What may have been some other reasons for the quarreling? Could any changes have been made in the environment to reduce the friction?

2. In a school for delinquents the boys were much interested in making useful articles from wood, and many became skillful in cabinetmaking. Their behavior improved markedly. Then it happened that the materials for woodworking could no longer be obtained. The boys lapsed into their previous delinquent behavior. How do you account for the effect of suitable work on behavior? Give examples from your experience.

3. The author emphasizes the principle of "the golden mean"—that is, "nothing in excess." Sum up the various ways in which this may be applied to a child's environment.

4. Take a guess at how many times you have had to say "Don't" to your child in a single day—or to a group of children of different ages. How many of these "don'ts" were really important and necessary? How many might have been avoided by removing certain forbidden things from the environment or by changing it in other ways? What things (or people) in the social environment of adolescents seem to cause the most conflict? In what ways can these factors be changed—for example, by parents' agreeing upon the hour at which young people are expected to be home in the evening or by a family council in which a certain code is agreed upon by all concerned?

5. Describe the kind of atmosphere in the home and in the school that makes for mental health. How might the features of such an atmosphere vary for children of different ages? For children of different temperaments?

6. How may we help children learn to live in a changing world? How may we help them to look for the good in new things and conditions? Apply your answer to television and radio. Which sorts of programs give children the kind of pleasure, ideas, ideals, and information they need for their best development? How can they be helped to plan a balanced schedule of watching or listening—one that will leave time for outdoor play, useful work, social experiences, reading, and other avenues of learning?

7. How can parents and teachers help children "to live most fully in the present"? Would the parents' own example help—giving the child the impression of wholehearted absorption in activity? What kind of activity? Children concentrate on work or play that seems worth while and interesting to them. Would your approval when a child stays with a difficult task and completes it reinforce the habit of "doing with all his might" whatsoever his hands find to do?

### Program Suggestions

Have a committee prepare an exhibit—sketches or small models—of children's rooms, mentioning the age of the child in each case. Tell how changes could be made in a typical small home or apartment to improve the child's environment—for example, how to make a play corner for a little child who cannot have a room of his own; how to arrange sleeping space for a child who has to share a room with brothers or sisters, marking it off by a high bookcase and cupboards for his personal belongings; how to make an attic into attractive rooms for two adolescent children; how to convert a basement into a game room.

Another committee might report on the play materials used in a near-by nursery school, explaining how they appeal to the children's imaginations and what children do with them.

A panel of young people might give their opinions about what makes an ideal home or classroom and how they feel their environment has helped or hindered them. These ob-

servations should show clearly the ways in which the young people see their environment.

If it is possible to rent one of the films listed under "References," plan a discussion of it based on points made in the article. *Preface to a Life* lends itself especially well to a discussion of the effect of two kinds of environment and human relationships on the child's development.

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*Family Circles*. 30 minutes, sound. National Film Board of Canada, 1270 Sixth Avenue, New York 20, New York.

*Preface to a Life*. 29 minutes, sound. United World Films. *Social Development*. 15 minutes, sound. McGraw-Hill Text Films, 330 West Forty-second Street, New York 18, New York.

## II. School-age Course

Directed by Bess Goodykoontz  
"Judging Their Progress in School" (page 28)

### Points for Study and Discussion

1. Our article begins with an illustration of one way in which old-time schools used to tell parents about children's progress in school. Later on the author gives suggestions for improving the teacher-parent conferences which help to serve that purpose today. In between the old-time system of reporting and the teacher-parent conferences there are a number of milestones along the way of reporting pupils' progress. At least six are referred to in the article. What seem to be the strong and weak points of each?

2. The author asks who knows just what a mark of 72.4 stands for? If your sixth-grade child received a mark of 72.4 in arithmetic, what would you expect that mark to mean? Any of the following? Ability to add and subtract correctly; independence in reading and understanding a problem; skill in solving problems related to such classroom activities as ordering the milk, collecting money for tickets, keeping records, weighing oneself, and so on; grading one's own papers correctly and honestly. If the 72.4 was for geography, what would you expect that to include?

3. If a grade of 72.4 (or C or "Good") has to include so many judgments, what other devices might be used to help explain the mark to parents?

4. Here are some statements, almost as the author made them. Do you agree with each one? Can you illustrate it from your own experience?

• If several teachers grade the same essay, they will probably give it several different grades.

- An A for one child might not be an A for another.
- If a child does not learn, there is something wrong in school, in the home, or in both places.
- The practice of using gold stars to designate perfect work is not wise.
- Reports to parents should not include comparisons with other children.
- A school must set up standards for each child's development and judge his progress by them.
- If a child gets credit for being a helpful member of a group, he will pick up in the skill subjects.

5. The author speaks of having a "safe spot" at home for keeping children's records and examples of their work. What have you found useful as a way of doing this?

6. A child says he's "really keen now" in division. Another says she reads a book a week. Still another thinks history is his hardest school subject. Why are such judgments important?

7. In Passaic, New Jersey, three thousand letters were sent to parents asking their help in improving the form of the report cards. What suggestions would you make if you received such a letter?

### Program Suggestions

The topic for this meeting affords a good opportunity for a colorful and interesting exhibit of report forms. Your school may have examples of those used in the past. Possibly a committee will undertake to collect and arrange a display, with appropriate captions explaining the purpose of each card, as defined in Miss Harbage's article.

Or it might be fun to include in the announcement of the meeting a request that each person bring the oldest or the newest or the most interesting report cards in his possession. For example, one family has a collection of colored report cards earned by its children, the colors indicating different kinds of deportment. Woe to the youngster who brought home a yellow card! The first half hour might be given to posting the cards under suitable headings and examining the exhibit. Since such a display shows quite a dramatic change in the purposes of reporting pupils' progress and in the schools' concern for the individual child's feelings, a summary of the changes to be noted would be valuable—changes in the form of report, in the items or subjects or skills judged, in the measurement terms, and so on. Having a teacher or principal point out these changes would be helpful.

February marks the beginning of the second semester in many schools. A brief panel discussion by a group of upper-class students on "Things We Have Learned" or "Things We Do Better Now" or "Ways in Which Our School Is Improving" could demonstrate students' growth in the ability to judge their own progress.

The author of this article says "If the teacher has written you a letter or even a note, take a little time to answer it." Interestingly enough, the publication *Educational Trend* once suggested devoting a P.T.A. meeting to just this problem—what response to make to the teacher's letter. If your study group is small, there could be a general discussion of the parents' part in responding to evaluations of their children's progress. If the group is large, several teachers might speak briefly on "Parents' Replies That Have Helped Me."

If teachers and parents are working together to revise the report forms now being used, an exhibit book of report cards and commentary can be secured from the U.S. Office of Education, Federal Security Agency, Washington 25, D. C.

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### III. Adolescent Course

Directed by Ralph H. Ojemann and Eva H. Grant  
"Young Candidates for Citizenship" (page 4)

#### Points for Study and Discussion

1. Discuss the three main methods by which Mr. Ferguson says we teach our young people the essentials of citizenship, citing several examples of how each has been applied in the homes, schools, and neighborhoods of your own community. Do you feel that your community is making the most of its opportunities for educating young candidates for citizenship? What more can be done? What role can the P.T.A. play in encouraging further citizenship training?

2. Make a list of what might be called "citizenship failings" in your community. For example, how many people did not register before the 1952 election? How many of those who were registered actually voted? What percentage of the voters would you say attend meetings of your town's governing body? How many usually attend precinct conventions? How long has it been since there was a charter revision in your town? In your state? How can voters be encouraged to follow the records of their elected representatives in city, state, and national government and keep them informed of their constituents' opinions? Do the answers to these questions suggest a need for action by civic groups? Young people? Adults and youth together?

3. Following the example of the high school students in South Orange, New Jersey, what are some projects having to do with real money or property in school or community that high school students could undertake?

4. At Oxford University in England there is a student organization known as the Oxford Union. In its procedures and in the number of its members it is a replica of the House of Commons. Weekly debates are held, and these are attended not only by the student members but by members of Parliament themselves, who also engage in the debates. Try to get from your librarian a report on the Union (or on a similar organization at Cambridge University). What values does such an experience have? Do you feel that the idea could be profitably adapted by American colleges and universities?

5. The author points out how essential it is for adults and young people to work together on problems important to the well-being of school and community. Here is a list of problems that might arise in any American town. How would you go about forming a youth-adult partnership to deal with each?

• The town's only large recreation area—a combination of playground for youngsters and playing field for older children and adults—has been closed because the town has no funds to pay for upkeep or supervision.

• Although the officers of the high school student government association are elected by ballot, the winning candidates are invariably members of two small, exclusive social clubs.

• Several serious automobile accidents have occurred on broad avenue near the edge of town. The last of these involved a teen-aged driver who fatally injured a pedestrian.

• At a recent school election a bond issue providing funds for two new elementary schools failed to pass. Less than 10 per cent of the town's citizens came to vote.

• A bonfire started on a resident's lawn by junior high school children last Halloween was blown by a shifting wind and burned down part of the house.

6. More people voted in the 1952 national elections than have ever voted before, and more people participated in pre-election activities. What part did the children and young people in your town play in such activities? Do you feel that they could have done more? On the other hand, do you feel that they were overstimulated and too involved emotionally in the campaigns?

How can young people gain practice and experience in political activity between elections?

7. Although the objection is sometimes voiced that adolescents are too young for causes, anyone who works closely with youth knows that they not only want but need worthy causes as outlets for their enthusiasm, energy, and eager idealism. What may happen—what opportunities may be missed—if adults refuse to recognize or accept this fact? What kind of guidance can we give them that will enable them to retain their democratic beliefs and not be misled by false promises and premises?

### Program Suggestions

Is there a model legislature in your state? If so, invite one or more members of the local Hi-Y or Tri-Hi-Y who have attended its sessions to give you a report on some of the bills now being drafted and some that were debated at the last session. If possible, ask one of your state legislators to tell the group his impressions of the model legislature and to describe some of the bills it has drafted and sent to the state legislature.

A good program could be built around the student government organization in your high school. Various student officers could tell briefly how they got elected and what their duties are. In a panel discussion they could talk over the extent of student responsibility encouraged by school authorities—in such matters, say, as running the school paper and setting up rules of conduct in the school corridors, in classrooms, and at dances. Another topic for panel discussion might be school social functions—how they are organized, how all the details are handled, and how the proceeds are used. In summary the students who manage such affairs might well explain what they have learned in the way of social skills and cooperative planning.

Several members of the study group might interview a number of high school students who are well along the road toward effective citizenship and then report the results of the interviews. Each student should be asked to tell what activity or training has given him the best lessons in citizenship, and then what further information or guidance he wants from adults.

A good many teachers have had some remarkable experiences with role playing on the part of their students. Why not invite two or three to describe briefly some of their most interesting citizenship projects? These quick reports would supply additional material for group discussion and might also give parents unexpected insight into the teaching of the social studies.

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## LOOKING INTO LEGISLATION

AS WE "look into legislation" for this first time in 1953, we are keenly aware that the Eighty-third Congress has embarked upon its work under a new administration with its new cabinet. What the year brings, what the Congress will concern itself with as the months go by, what the reorganization will accomplish—none of these things are as yet revealed in the crystal ball. We can call it all history in the making, but we cannot yet read its significance. We know that today is but the prologue to the accomplishments of all the tomorrows.

The National Congress of Parents and Teachers has a legislation program, divided into two sections. One states our legislation policies, and the other lists specific items on which action is expected. As these items come before the Congress of the United States, we shall be ready to do our share to support that program, which of course concerns itself with children and their welfare.

Our organization hoped one measure in particular would become a law during the closing days of the last Congress—the library services bill. But this bill, introduced by the American Library Association, died in the Eighty-second Congress. The Association has this to say about the status of the bill at the time of adjournment:

In the Senate, S.1452 was on the calendar and ready for floor action. The Senate Committee on Labor and Public Welfare favorably reported the bill in the fall of 1951. It was then placed on the calendar. Because of an objection by two members, the bill could not go through the consent calendar. The Senate would not schedule the bill for floor debate until the House had shown favorable interest, since the library bill in 1950 had been defeated in the House by three votes. A move by the Senate sponsors would have been made for scheduling the bill for Senate floor action immediately following a favorable report by the full House Education and Labor Committee. In the House, H.R.5195 was pending in the Education and Labor Committee. Hearings had been held on April 1 and 2 by a subcommittee which favorably reported the bill on April 8 to the full committee. However the Easter recess lasted ten days. Then came the steel seizure. Because of the number of labor bills before the committee, legislation dealing with education was held up in committee. Thus the second session ended with the library services bill still in committee.

The American Library Association will introduce a similar bill in the Eighty-third Congress. Since the item is on the program of our organization, having been approved by more than the necessary thirty state congresses, we shall help to push this piece of legislation to completion. We want library services extended throughout the rural areas. We know knowledge is power, and we must help secure that power for all children everywhere. —MARGARET E. JENKINS  
*National Chairman, Committee on Legislation*





## Motion Picture Previews

### Not by Books Alone

"Why do I believe that my school should make full use of films and filmstrips in teaching my children?" Such is the question that every parent-teacher member should ask himself and be able to answer intelligently—but *not* because audio-visual materials are "the latest thing" in education or because their use constitutes a measure of the school's alertness. The reason goes much deeper. Let's see.

*What is education?* All education is a guided process of communication—communication of facts, skills, understanding, and attitudes we believe children should possess in order to perform a useful and satisfying function now and in the years ahead of them. In the process we make use of many different media of communication.

*How do we communicate?* By word of mouth? Yes. By means of written language? Yes. But these are not the only ways by which teachers communicate with students. Often other ways are more effective. We need not always depend on reading, for we teach reading as a means to our desired end, not as an end in itself. Words are but a medium of communication. It is the idea, the attitude, or the fact lying *behind* the words that we strive to communicate. Good teaching and good learning require the school to make use of many different ways of communicating.

*Why not use books alone?* Books are important, true, but we do not always learn by books alone. Effective communication between teacher and students sometimes demands the complementary use of other tools—media that can do a better job of transmitting a given message or media that can save valuable time. Chief among these other educational tools are the *audio-visual aids*—films and filmstrips, for example. These bypass the symbolism of language and *show* the student precisely what it is we're trying to tell him. Sometimes they provide him with his best means of understanding words he hears or reads.

*What to do?* What, then, do we parents, we P.T.A. visual education chairmen, do about this? First, we take a good look at our school to see whether it is making full use of audio-visual materials. We look to see whether its teachers are carrying out their responsibility for using all the media of communication available to them. And, finally, we place our full support behind the school in its request for a well-rounded program of instructional materials—a program that must include not only books but films and filmstrips as well as other audio-visual aids.

—GODFREY M. ELLIOTT

*Executive Vice-president, Young America Films*

### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

### JUNIOR MATINEE

**Madeline**—UPA. Direction, Robert Cannon. This charming animated cartoon of Ludwig Bemelmans' delightful children's book is so skillfully created that it seems to have sprung from the pen of the author himself. The pictures, like pen-and-ink drawings with color added, are highly stylized and perfect for the droll tale of twelve serious little school girls who look alike, act alike, and feel alike—all, that is, except Madeline. This is only one in a series of unusual cartoons made by the young and enterprising United Productions of America for adults as well as children.

<i>Family</i>	12-15	8-12
Delightful	Excellent	Excellent

**On Top of Old Smokey**—Columbia. Direction, George Archainbaud. Showman Gene Autry, wearing a phony Texas Ranger badge because he sings in a vaudeville act entitled "Gene Autry and the Texas Rangers," becomes involved in the difficulties of a pretty young operator of a toll road. Typical western fare for Gene Autry fans. Cast: Gene Autry, Smiley Burnette, Gail Davis.

<i>Family</i>	12-15	8-12
Western fans	Western fans	Western fans

### FAMILY

**Cattle Town**—Warner Brothers. Direction, Noel Smith. Dennis Morgan's singing lends a theatrical note to an otherwise run-of-the-mill little western having to do with Texas cattle lands sold to northern ranchers by the state after the Civil War. Cast: Dennis Morgan, Rita Moreno, Amanda Blake.

<i>Family</i>	12-15	8-12
Western fans	Western fans	Mediocre

**Meet Me at the Fair**—Universal-International. Direction, Douglas Sirk. This warmly sentimental comedy-with-music takes place in the early 1900's when traveling medicine shows were in fashion and when it was great sport to make fun of the first horseless carriages and their dustered occupants. Dan Dailey enacts a glib-mouthed, big-hearted "medicine man," who champions a runaway orphan boy and in the process drives some corrupt politicians out of his community. The family will enjoy the rollicking tunes and the wholesome way in which music hall scenes are presented. Dance routines are lively, and quaint, prettily tinted backgrounds are appropriate to the rural and country-fair settings. Cast: Dan Dailey, Diana Lynn, Chet Allen.

<i>Family</i>	12-15	8-12
Good	Good	Good

**Million Dollar Mermaid**—MGM. Direction, Arthur Hornblow, Jr. Esther Williams plays the role of Annette Kellerman in this elaborate biography studded with lavish and colorful water ballets. It is the story of a little lame girl who through constant swimming not only gains the ability to walk again but becomes a famous swimming and diving star. The color photography is soft and beautiful, the rich settings nostalgically reminiscent of the era. Walter Pidgeon is a credible musician and father. Victor Mature, as a glamorous Irish trainer, furnishes the off-again-on-again love interest connecting the various episodes of the aquatic star's life. Esther Williams, appropriately cast, does the best acting job of her career. Gay family fare. Cast: Esther Williams, Victor Mature, Walter Pidgeon.

<i>Family</i>	12-15	8-12
Good	Good	Yes



One of the enchanting scenes from *Madeline*.

**Wherever She Goes**—Mayer-Kingsley. Direction, Michael S. Gordon. A sensitive, inspiring story based on incidents in the early life of Eileen Joyce, the Australian concert pianist who has been heard on the sound tracks of such films as *Seventh Veil* and *Quartet*. Ramping up a beautiful hillside in the remote bushland of Tasmania with her pet kangaroo, the child Eileen meets an itinerant painter playing a mouth organ. Her interest is awakened, and forever after she walks in music—through a hard, dreary childhood and the difficulties of securing a musical education. The picture, too, is filled with good music. The Grieg piano concerto is the theme, and *Daniel's Air*, played on the harmonica, is something to remember. The photography is excellent. Young Suzanne Parrott, as the child musician, is charming and natural, and the transition to the real Miss Joyce is smooth and believable. A fine and tender picture. Cast: Eileen Joyce, Suzanne Parrott, Muriel Steinbeck, Nigel Lovell, John Wiltshire.

Family	12-15	8-12
Excellent	Yes	Yes

## ADULTS AND YOUNG PEOPLE

**Above and Beyond**—MGM. Direction, Melvin Frank and Norman Panama. The precise military training and strict discipline essential to the successful dropping of the atom bomb upon the city of Hiroshima are well illustrated in this technically excellent fictional film. A lieutenant colonel is selected to head the project, living with his family on a remote base built for the enterprise. Since extreme secrecy is demanded, his orders are misunderstood by his wife and friends. As the jigsaw project is gradually put together we follow the preliminary tests of the bombing and the checking of the weather conditions that determine which of four cities will be the bomb target. The picture steers clear of all but the simplest, most elementary emotional and moral involvement. Robert Taylor does a splendid piece of restrained acting—looking convincingly like the model army officer he portrays. Cast: Robert Taylor, Eleanor Parker.

Adults	15-18	12-15
Of unusual interest	Yes	Yes

**April in Paris**—Warner Brothers. Direction, David Butler. Satire is wielded with a somewhat heavy, uncertain hand in this musical farce that pokes fun at American bureaucracy and debunks the popular Paris of American dreams. Actually the plot does have a novel idea, but despite the nimbleness of Ray Bolger's clowning it isn't carried out well enough. The British do far better with this sort of comedy in which, in addition to cerebral dexterity, a great deal of warmth and assurance underlies each jest. Perhaps Will Rogers, with his well-known affectionate regard for the American people, came closest to achieving just such success in his pointed comments. The best number, if not the cleverest, is the kitchen song, where for a few minutes the picture comes alive with spontaneous gaiety. Cast: Ray Bolger, Doris Day.

Adults	15-18	12-15
Fair	Fair	Poor

**Angel Face**—RKO. Direction, Otto Preminger. The director has to his credit films of far better quality than this luxuriously mounted, woolly murder melodrama. A good cast is helpless with characterizations so poorly drawn they never assume definite form. Jean Simmons is attractive but unconvincing either as a cold-blooded, scheming murderess or as a naïve and sweet young psychotic. Robert Mitchum drifts aimlessly from one scene to another, no surer than the audience exactly why he acts the way he does. Ethics suffer from the same sleeping sickness. Cast: Robert Mitchum, Jean Simmons, Mona Freeman, Herbert Marshall.

Adults	15-18	12-15
Poor	Poor	No

**Blackbeard the Pirate**—RKO. Direction, Raoul Walsh. Robert Newton has a field day playing the raffish Blackbeard, fiercest and most terrifying pirate of all time, in this dazzling technicolor film. Sabers and cutlasses rattle constantly, and pirate mayhem is committed morning, noon, and night. The King of England commissions Sir Henry Morgan, a supposedly "reformed" pirate, to capture the dreaded Blackbeard. Actually Morgan hasn't reformed and is only seeking to destroy his pirate rival. There is treasure involved, of course, as well as a gallant young hero and a stiff, elaborately overdressed heroine. Cast: Robert Newton, Linda Darnell.

Adults	15-18	12-15
Matter of taste	Matter of taste	Not for the sensitive

**Connie**—MGM. Direction, Edward Buzzell. Connie, the pert, cute wife of a penniless college instructor, is pregnant and yearns for good red meat. Her warm-hearted father-in-law is a wealthy cattleman from Texas who is yearning to give it to her but must find ways to circumvent the stiff-necked pride of his stubborn son. When such charming and attractive people as Louis Calhern, Van Johnson, and Janet Leigh enact the leading roles in such a light comedy there are bound to be some amusing and touching moments—well, at least a few. Cast: Louis Calhern, Van Johnson, Janet Leigh.

Adults	15-18	12-15
Fair	Fair	Yes

**The "I Don't Care" Girl**—20th Century-Fox. Direction, Lloyd Bacon. Take a pretty, wholesome-looking singer or dancer, dress her in a dazzling array of daring costumes, place her with chorus girls similarly attired against glittering backdrops, and tie her sophisticated song-and-dance numbers with a thread of boy-meets-girl plot and you have a biography, done in musical comedy style, guaranteed to fit any prominent theatrical figure. Surface variation, as well as some degree of confusion, is added to this picture by having friends and co-workers relate different parts of Eva Tanguay's life. The continuous quest for the "true" story of the star builds up to no satisfying climax but ends abruptly. This may reveal a certain misgiving on the part of the producers, since discrepancies between fact and fiction have possibly never been so glaring in any other musical biography. Oscar Levant will please some by his renditions of a Rubinstein piano concerto and bits of Liszt and Chopin. Cast: Mitzi Gaynor, David Wayne, Oscar Levant.

Adults	15-18	12-15
Matter of taste	Matter of taste	Of limited interest

**Kansas City Confidential**—United Artists. Direction, Phil Karlson. Hard-boiled melodrama with a fairly ingenious plot, competent if stereotyped characterizations, and the requisite brutality. An ex-police officer plans the perfect crime, a million-dollar bank robbery in which his masked assistants never meet. Of course he runs into complications. Objectionable is the fact that the strong-arm methods used by the police are presented as being routine. Cast: John Payne, Coleen Gray, Preston Foster.

Adults	15-18	12-15
Fair	Fair	Poor

**Last of the Comanches**—Columbia. Direction, Andre de Toth. A taut, well-constructed western describes the desert trek of a group of cavalymen and a few civilians—their desperate struggle against thirst and marauding Comanche Indians. Strong characterizations, careful attention to detail, and fine desert photography add up to a superior melodrama of its type. Cast: Broderick Crawford, Barbara Hale.

Adults	15-18	12-15
Good of the type	Good of the type	Yes

**Life Begins Tomorrow**—Mayer-Kingsley. Direction, Nicole Vedres. A French film that attempts to envisage a world of tomorrow in which progress in science, philosophy, and the arts is applied

to the enhancement rather than the destruction of the human race. A young man visiting Paris, intent on viewing the monuments of the past, meets a journalist who persuades him to explore the future instead by visiting some of the great thinkers who live near by. There follows a succession of semi-Socratic interviews with noted men—André Gide, author; Pablo Picasso, artist; Le Corbusier, architect; Jean Rostand, biologist; and others. Each tells of his contributions and his vision of a richer life for mankind. Technically the picture relies heavily on the lecture method, with photographic illustrations to provide action. It tends to become talky yet demands alertness, concentration, and the ability to comprehend abstract ideas, many of them presented on titles and at a rapid pace. A very interesting picture for a limited audience. Cast: Jean-Pierre Aumont, André Labarthe.

Adults	15-18	12-15
Limited appeal	Mature	No

**Member of the Wedding**—Columbia. Direction, Fred Zinnemann. Literal, unimaginative photography fails to transfer the poetic and introspective quality of Carson McCullers' novel and play to the screen. Despite the heroic acting of Julie Harris as the lonely and tempestuous twelve-year-old, the continuously close and factual eye of the camera makes adolescence seem monotonous and morbid. Ethel Waters, as the housekeeper, does not bring warmth but a passive and rather wintry common sense to the motherless girl's problems. The film makes adolescence an excuse for crying out against the tragic loneliness of the entire world, and the settings, background music, and general melancholy of the picture all reinforce this self-centered preoccupation. The young girl's sudden determination to run away with her brother and his bride on their wedding trip would have been more convincing if the couple gave any evidence of the warmth that moves her so. Instead they seem to walk rather self-consciously through their roles. The abruptly "normal" ending also lacks conviction. Cast: Julie Harris, Ethel Waters, Brandon de Wilde.

Adults	15-18	12-15
Fair	Of limited interest	No

**The Mississippi Gambler**—Universal-International. Direction, Rudolph Mate. In a film laid in the days when respected men about town were adept at fencing and cards and not averse to a duel, a high-minded young gambler plies his profession successfully up and down the Mississippi in a luxurious river boat. He falls in love with a young New Orleans aristocrat whose weak brother has stolen the family jewels for gambling purposes. A slight but elegant little melodrama, smoothly acted and produced. Cast: Tyrone Power, Piper Laurie.

Adults	15-18	12-15
Fair	Fair	Yes

**Montana Belle**—RKO. Direction, Allen Dwan. A garish western in which Jane Russell plays the part of a famous Oklahoma bandit in league with the notorious Dalton brothers. Not only does she engage in hard riding and violent banditry, but she sings sultry songs and entertains Mae West fashion at a gambling palace to cover up her outlaw activities. Cast: Jane Russell, George Brent.

Adults	15-18	12-15
Matter of taste	Poor	No

**My Cousin Rachel**—20th Century-Fox. Direction, George Cukor. Daphne du Maurier's moody, atmospheric romance of the early nineteenth century is skillfully and effectively filmed. A literary rather than psychological mystery builds up suspense from the moment the strangely beautiful Cousin Rachel comes to lonely, windswept Cornwall to visit her husband's heir. He, of a Hamlet frame of mind, suspects she murdered her husband yet falls madly in love with her. He continues to be tortured with conflicting doubts as he seeks to penetrate the mystery that surrounds her. Is she a lovely, much maligned gentlewoman, or is she a sinister murderess? The flavor of this sentimental Gothic tale is enhanced by appropriately eerie photography and sinister directorial touches. Olivia de Havilland, luxuriously gowned, conveys the necessary fatal charm, and Richard Burton brings emotional intensity to the role of the infatuated young baronet. Cast: Olivia de Havilland, Richard Burton.

Adults	15-18	12-15
Good	Good	Possibly

**No Time for Flowers**—RKO. Direction, Don Siegel. This satiric farce on Communism, filmed partly in occupied Vienna, is expertly acted, with occasional sharply comic lines and bizarre situations. When spies spy on spies, the film states, there are certain compensations, such as the luxurious apartment to which a young feminine "comrade" is taken by a handsome member of the secret police, or the necessity of dining in a western type of night club, or gifts of nylons. All these material blessings do not affect Russian loyalty; only love disintegrates totalitarian concepts of life. Despite its efforts to ridicule and amuse, the picture is haunted by an undercurrent of fear and tension, as its famous and better written predecessor, *Ninotchka*, was not. It is with a great feeling of relief that the audience sees the favored members of the cast reach the American boundary line—and freedom. Cast: Viveca Lindfors, Paul Christian.

Adults	15-18	12-15
Fair	Fair	Yes

**Outpost in Malaya**—United Artists. Direction, Ken Annakin. Violence does little to enliven a hackneyed melodrama in which photography and technical production values are excellent. There are interesting shots of rubber plantations, Malayan cities, native rituals, and a death battle between a cobra and mongoose. The plot has to do with a rubber planter who, living under the constant threats of violence from bandits, neglects his wife in his concern over the safety of his plantation. Tension explodes in a night of terror when his bungalow is attacked. Native hatred of the plantation owners is built up in episode after episode of brutal killings. Cast: Claudette Colbert, Jack Hawkins.

Adults	15-18	12-15
Poor	Poor	No

**The Redhead from Wyoming**—Universal-International. Direction, Lee Sholem. A routine technicolor western in which the villain attempts to start a range war between cattlemen and settlers in order to emerge a hero and become governor. His efforts are frustrated by a dogged young sheriff and a pure-hearted, red-headed dance hall queen. No comedy relief. Cast: Maureen O'Hara, Alex Nicol.

Adults	15-18	12-15
Western fans	Western fans	Western fans

**Sky Full of Moon**—MGM. Direction, Norman Foster. The plot of this unusual western is centered on gambling machines rather than conflict in the wide open spaces. It deals with the struggles of a simple young cowpuncher to win enough money to pay his entrance fee as a rodeo contestant. A deftly directed picture, with Carleton Carpenter turning in a sensitive, appealing performance as the youthful cowboy and Jan Sterling portraying a believable, hardheaded, but ultimately noble blonde. Cast: Carleton Carpenter, Jan Sterling.

Adults	15-18	12-15
Good	Yes	Possibly

**Stop, You're Killing Me**—Warner Brothers. Direction, Roy Del Ruth. Based on Damon Runyon's comedy, *A Slight Case of Murder*, this elaborately mounted Warnercolor farce describes the tribulations of a big beer baron who is forced to go "legit" with the repeal of prohibition. To please his wife and daughter in their yearning for respectability he rents a pretentious home at Saratoga, which turns into a hideout for thieves and hoodlums. The picture commences on a lively note, with Broderick Crawford and a good cast entering enthusiastically into their roles, but drags toward the end as the humor becomes more obvious. They all try hard, however, and Damon Runyon admirers may enjoy the film. Cast: Broderick Crawford, Claire Trevor.

Adults	15-18	12-15
Fair	Fair	Possibly

**Target Hong Kong**—Columbia. Direction, Fred F. Sears. On the crude level of certain comic strips this Oriental melodrama is filled with Communist espionage, torture, plot, and counterplot as it describes the struggles of an American soldier of fortune to avert a Communist attack on Hong Kong. Cast: Richard Denning, Nancy Gates.

Adults	15-18	12-15
Poor	Poor	No





## Poetry Lane

### Awkward

Little girl:  
Leaning upon curve of wind—  
Skirts above bony knees blowing;  
You are not aware  
Of freckles and stringy hair—  
The better for not knowing.  
Time will come  
When you will walk, not run,  
And your pride will be showing.  
Now you are as carefree  
As yonder pine tree—  
Waving . . . growing.

—DESMOND COLE RADFORD

### "If I'm Spared"

Climbing the stairs to bed, I've heard her say,  
Looking forward to another day,  
"I'll clean this house and have the attic aired  
First thing tomorrow morning, if I'm spared."  
No petty talk of compromise deferred  
Her plan to suit the action to the word.  
We used to think it sounded rather odd,  
This promise to her family and to God.  
Perhaps her mother handed down the phrase  
Used so religiously in later days,  
Who saw the ranks of friends and neighbors thinned,  
Lives snuffed out like candles in the wind.  
But when at last He calls she'll have, I know,  
Her house in order, be prepared to go.

—ALEXANDER A. ROBERTSON

### Not Even We

Remember how I promised you,  
Remember how you promised me,  
When we should be no longer two,  
How adequate the days would be?

Remember how we had no doubt  
That we should presently be done

### Winter Folios

Winter woods are handsome folios  
Where poems wander between margins of white,  
Written by thoughtful tails and slender toes  
Running errands on edge of day or night;  
The hungers of creatures on all fours or wings  
Show plain, and they are harmonies of things.

Where rabbits go the trinity comes after;  
Their woolen feet leave trefoils on the snow;  
Where red squirrels break off echoing laughter  
And run, nice lines of lacy Arabic flow;  
Chipmunks creeping across the snowdrift's face  
Leave behind them yards of Hamburg lace.

The common crow with his ungainly tread,  
Going for a thin breakfast in a ditch,  
Prints hieroglyphics musically outspread;  
The commonest of mice make featherstitch  
Between all tree trunks in the frozen swales  
With rhythmic toes and tender trailing tails.

The hungry language where the light fox trots  
Goes over hills for miles on ivory miles,  
And heart-like capitals loom in the slots.  
Where regal deer have marched the forest aisles;  
Each rotten stump is ringed by living words  
Composed by golden claws on feasting birds.

Even death for once, for all its pain,  
Looms lovely on a page innocent and pure;  
Beside the bittersweet a deeper stain  
Tells where small lightning in a living fur  
Came to his sharp end in the iron toes  
Beneath the bird that wears the winter snows.

—ROBERT P. TRISTRAM COFFIN

With lovely midnights running out  
Too fleetingly—when we were one?

O promises of little use . . .  
O faith of that unproven day.  
Not even we can shape a noose  
For making Time our prey!

—ELAINE V. EMANS

# America Builds for Brotherhood

THE YEAR 1953 marks the seventeenth annual observance of Brotherhood Week, sponsored by the National Conference of Christians and Jews and commemorated throughout the nation by community-wide programs and activities. From February 17 to February 22 parent-teacher associations will join forces with other civic groups in a spirit of rededication to the abiding American ideals of human dignity and human rights. The emphasis in this year's programs is expressed in the theme "Mobilizing Our Moral and Spiritual Resources for Brotherhood."

How shall these resources be mobilized? On this page a number of eminent men and women share their thoughts with us.

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The best preparation for enduring peace is to exemplify a spirit of good will and brotherhood at home. Brotherhood Week will be most fittingly observed by practicing genuine brotherhood and by calling upon our Heavenly Father to deepen understanding, good will, and friendship among all our citizens.

—THE REVEREND JOHN A. O'BRIEN  
*Catholic Co-Chairman, Commission on Religious Organizations, National Conference of Christians and Jews*

It is impossible to conduct government, business, or human affairs without . . . rules. Let's briefly examine one of them. It is one that gets in our way at times because we sometimes lose sight of the reasoning back of it. Yet the reasoning is abundantly clear and understandable because it has to do with you yourself as a person, as a human being. As nations or families or individuals, as employers or employees, we all look to it as a basis for wholesome cooperation. . . . It's called the Golden Rule of Human Relations: "Give to others the dignity and respect which you desire for yourself." —BENSON FORD  
*Vice-president, Ford Motor Company*

From where I'm sitting, tolerance is just a big word for peace. War can't get going where there's a sympathetic understanding of nation for nation, man for man, and creed for creed. —BING CROSBY  
*Actor and singer*

The brotherhood of man is not a dream; it is a fact. And if mankind is to survive . . . this fact must be recognized. —STUART CLOETE  
*Writer of novels, poems, and nonfiction*

When the American people recognize an injustice they are swift and effective in offering redress. The problem has ever been how to obtain such recognition in the face of custom, false doctrine, and prejudice. . . . The leadership of the National Conference of Christians and Jews against

intolerance in whatever form it appears is most effective and welcome. The base of its program is broad enough to insure that no effort is wasted upon limited objectives or upon the defense of petty claims. More men of good will are needed to unite with the National Conference in its fight for decency, the Golden Rule, and for principles that we believe are inherent in our American civilization.  
*President, Vassar College* —SARAH GIBSON BLANDING

Most of our present world troubles are based upon misunderstanding. Anyone who travels a great deal becomes increasingly impressed with the fact that the people of all nations have similar good characteristics, such as love of their families and loyalty to their friends. However, misunderstanding between individuals as well as nations causes strife. The development of the spirit of world brotherhood, as exemplified by the program of the National Conference of Christians and Jews, has such a deep meaning because it helps to avoid these conflicts.  
—HERMAN W. STEINKRAUS  
*President, Bridgeport Brass Company*

I believe that the extermination of prejudice is not accomplished by wars but by ordinary men, women, and children, through their attitudes toward one another. . . . Mankind's worst enemies do not always fight openly, stating "I hate this or that. Take it or leave it." Such are easier to meet in combat. No, the worst are those who operate as underground murmurs—the stabbing word, so casual; the undermining phrase, spoken in good humor. Usually they declare their way by saying, "You understand I haven't a shred of prejudice personally, but . . ." Never let it pass. Pin it down; drag it out. Ask "Why?" Ask "When and where?" Present your rebuttal and in no spirit of apology.  
—FAITH BALDWIN  
*Writer of novels and short stories*

There are many reasons to fight intolerance and bigotry, but the primary reason is that God demands it. It is still true that "Whatsoever a man soweth, that shall he also reap," and if civilization is not to be destroyed in a holocaust of hate, the spirit of brotherhood must begin to find expression in you and me. . . . As we celebrate Brotherhood Week in 1953, it is heartening to realize that new and important educational tools are at our disposal in the job of building good relations among men of every creed and race and nation.  
—DR. JOSEPH R. SIZOO  
*Chairman, Department of Religion, George Washington University*

We should be nothing but optimistic about the future. Progress is being made toward understanding between peoples of the world. . . . Why? Because there is growing within each of us, or so it seems, a deeper appreciation of those five fundamental values that contribute to good citizenship—self-reliance, cooperation, faith, tolerance, and friendship. In their absence the only other vision of the citizen is a gloomy one indeed.  
—HAROLD E. FELLOWS  
*President, National Association of Radio and Television Broadcasters*